THE

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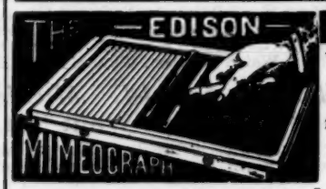

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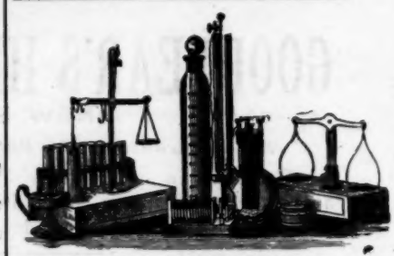
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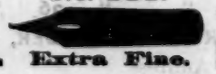
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New York, January 4, 1890.

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1870—1890.

THE JOURNAL has labored unceasingly to place education upon a scientific basis, and to make teaching a profession. It has urged the teachers to become more worthy, as the first step in advance; though it found few at first who favored advancement, now it can count them in all parts of the country. There has been much accomplished in twenty years.

1890.

The year opens auspiciously. We begin in this number the work of the third decade with far more confidence than we did that of the second. We can see that the circle of inquiring, interested, and earnest teachers is steadily widening. We now ask for the co-operation of all educators who desire to make further progress. Progress has always followed the reading of the JOURNAL; therefore, we confidently ask your aid in extending its circulation. Let every reader secure another reader. It is because earnest men and women have done this for us, that we have been enabled to do what we have for educational advancement. Friends of education, we look to you for substantial aid in 1890.

THE SCHOOL JOURNAL FOR 1890.

THE JOURNAL believing that the art of education can be indefinitely improved, has aimed, and will still aim, to be a potent means of advancing TEACHING. It looks upon the skilful teacher as one that is conferring precious gifts upon the community; it believes that there are signs that the great subject of discussion in time to come, by the press, pulpit, and people, will be EDUCATION.

PRINCIPLES. It will discuss foundation principles so clearly that the teacher who wants to teach in the light of principles, can do so. It will give two pages in each number to an exposition of pedagogy, both practical and theoretical.

METHODS. THE JOURNAL was the first to break away from the custom of providing essays, and to give instead the practice of the most skilful teachers; it devotes two pages in each number to methods. It was the first to recognize the importance of *objective methods* and of *manual training*; it discussed these when only contempt or sighs of pity arose. It has believed thoroughly in the kindergarten—as most do now. Its exposition of Methods will carry a living power with them, that will compel a study of principles.

1. The first number each month will discuss LANGUAGE AND THINGS; under this latter head the study of Objects and Physics will be treated.

2 The second number each month will discuss NUMBERS AND EARTH; under this latter head, Botany, Mineralogy, and Zoology will have a careful treatment.

3. The third issue of the month will discuss PEOPLE AND SELF. The former will concern the history of the past and of to-day, the latter Physiology, Calisthenics, Health, Hygiene, Manners, etc.

4. The last issue of the month will discuss ETHICS AND DOING; under this latter head, Practical Manual Training, Drawing, Construction, Invention, Apparatus Making, and Experimenting will be discussed.

Thus the readers will find the JOURNAL a powerful help in the school-room.

SPIRIT. THE JOURNAL will be edited in the spirit of the New Education. It will breathe the mind and heart of Pestalozzi; it will attempt to lift the work of the school-room out of the monotony and drudgery that usually encompass it; it will point out how the teacher may avail himself of the power that lies in the child-mind endowed by its Creator with self educating abilities.

EDITORIALS It will give two pages of each number to a frank statement of the views of its editors on educational matters. As both of its editors have been normal school men, institute conductors, and practical teachers, with a quarter of a century of experience, their views will be worth a good deal. Mr. Amos M. Kellogg having been much improved in health is again daily at work. Dr. Allen, as the head of the pedagogical school of the University of the City of New York, occupies a position of commanding importance. He has been connected with the JOURNAL for the past five years.

CORRESPONDENCE. From the 500 letters that come each day selections will be made, which will interest the great circle of readers.

CONTRIBUTORS. The writers for the JOURNAL have ever been the foremost teachers; and it is a notable fact that those who have written most for the JOURNAL have, without exception, won for themselves recognition as men of educational ability.

SUPPLEMENTARY. A page in each number is devoted to "Current Events," "Things to Tell the Pupils," "Birthdays of Distinguished People," "Material for Interesting the School," "Music," "Recitations," etc. All this will be invaluable to the practical teacher.

EDUCATIONAL NOTES. A page is devoted to notes of movements of importance to the wide-awake teacher. No heavy or useless stuff will get in; opinions on all educational movements are given in a straightfoward and enlightened way; no malice, no "taffy." It is published to do teachers and the cause of education good. The JOURNAL for 1890 with its 1001st number extends a most cordial greeting to all.

WHILE walking along the street recently behind three half-grown boys, we noticed they were surveyed by those who met them with surprise. What occasioned it? We were interested and looked into their faces; they did not seem to belong to this civilization. If they were Americans they were degenerate Americans. They had low foreheads and the general structure of countenance that indicates inferiority; they were fine types of what we call the lower class in society. It is this class that civilization has to meet and overcome. There are really two armies fighting each other, for the ignorant, strange to say, do not want to be made wiser. Here is a field for thought, and it makes us who are teachers feel more satisfied with our work. The teacher is in the van of civilization; civilization is due to the teacher, who is the leader of an army that has for its object, making the world better. The men who are in the shops and stores are supplying these men who are made better, are making money from them; the class that employs itself in making people better is on a side street, or in some quiet place, and not recognized as the force it really is.

"A SCHOOL superintendent can be made out of any sort of timber." These are the words of an active teacher in Illinois. This is true not only of Illinois, but of most states of the Union. We are sorry it is true. Not long since a superintendent was asked why he took the office. He replied, "Because I have a mortgage on my farm." This was probably a straightforward answer. Some are mechanical men; they go into the school-room and see whether all are sitting still, and whether classes come and go properly, and then leave. Some go a little farther and hear the classes read or recite! Very few look into the work of the teacher, but how many are capable of benefiting that teacher if they do look into his work? We lay it down as a principle that the occupation of the superintendent demands the preparation of the practical teacher. He must know what the teacher can do in the school-room by having been in the school-room himself. The work of examining teachers is often placed as an obstacle in the path of the superintendent, so much labor is employed in examining the teacher. And many superintendents claim their work is over when the teacher is examined; but it seems to us the real benefit to be derived from the superintendent is in his superintendence. We have been receiving letters from teachers who tell us of the advantage which they derived from being under the superintendency of Mr. So and So, in such a state or county, and say, "His superintendency was the making of me." Said Miss S. in a letter. "I was under the superintendency of a man who saw my capabilities and my faults and encouraged me, and pointed out what I should do." The special point which we wish at this time to bring before the superintendents who will read this, is, that to benefit the teacher really, he must be put upon some course of action that will elevate him until the term closes, and he must not leave the school the same man he entered it. This is the thought of that man who feels his responsibility to his assistants and would rightly discharge it.

1870–1890.—*RETROSPECTIVE.*

There are serious questions before the educational world, and there always will be. Teaching has to do with MAN, in whom is exhibited apparently the highest wisdom of the Creator. What to do for man's uplifting and advancement is a question the Creator has concerned himself very much about; it will become the business of the world as it becomes more enlightened.

In 1874, when the senior editor took charge of the JOURNAL, it was determined to present EDUCATION as the theme of thought, and to ask the educators of the country to join hands in attaining a better conception of education, and in improving the methods employed. There were many dissatisfied men and women in this broad country, but few who had the courage to attempt to modify the traditions under which they wrought. The Pestalozzian wave had nearly spent its force. Expounded by Horace Mann and others, the ideas of the Swiss educator had produced a revolution as startling as it was beneficent. Formalism almost reigned supreme; foundation principles were not studied.

The JOURNAL proposed to go back and take up the work that Mann and Page, and Barnard, the Alcotts, and May, and Woodbridge, and Colburn, and Russell, and Brooks, and Carter, and Cyrus Pierce, had begun, and to take it up in their spirit. At this time the ideas of Frœbel, a disciple of Pestalozzi, had begun to attract attention in America—but not, it must be noted, among teachers. The public was somewhat on the alert, and more ready to hear than the educators. The first efforts, therefore, produced but little result, for the teachers were addressed by this paper. The few who sympathized stood by to see what the result would be before they would speak. It was a time of darkness.

Col. F. W. Parker began to exemplify at Quincy, Mass., the operation of the Pestalozzian ideas, as never before witnessed in America. Many teachers were attracted; Quincy became an educational Mecca; the public press made the public acquainted. It appeared that the public were more interested than the teachers. The utterance of the truth in the JOURNAL made an impression on many minds. The exhibition of the application of just ideas at Quincy, joined with the efforts of this paper, produced a profound reaction; it became almost a revolution. The "New Education" became the subject of discussion at hundreds of summer conventions. That a profound change has begun is apparent, and that it will go on is equally apparent.

Looking back over the past twenty years, it is plain the JOURNAL has been a mighty force in the upheaval. It has poured in light, and the secure hold that formalism had, has relaxed. It has urged the teacher to advance with a persistence that has often been wearisome to the editors. But if it ceased to do this some one would write in, "Cry aloud and spare not."

One of the most eminent educators of this country, when the first issue of the JOURNAL was shown him, shook his head and said, "I would not attempt to reform the teachers; they do not want to be reformed. The best way is to praise them; thus you will make friends and money."

The JOURNAL has made many enemies by pointing out better ways of teaching, but it has the satisfaction of seeing the beginning of a profound movement. To-day the effort to make education into a profession has become so widespread and strong that venerable President McCosh says, "I have no doubt that teaching will become a profession."

SECTARIAN CONTROVERSIES IN EDUCATION.

These are always to be deplored. They are bad enough in churches, but worse in schools. The broad and liberal spirit of Christianity is large enough to cover all creeds and leave considerable room to spare. We believe that the common religion of Christendom has a spirit and power in it strong enough to make the next generation stronger and better than the present one. All well wishers of the race should stand shoulder to shoulder in the battle against ignorance. If they could, it would not be long until we should have schools of far more power than it is possible to-day. The reason they do not is largely due to misrepresentation, an example of which occurred in Boston last year. It seems that Dr. Duryea, an eminent Protestant minister, recommended that a text-book be dropped from the list, because it implied that the Catholic church taught that "an indulgence is a permission to commit sin." He declared that all competent authorities, both Protestant and Catholic, believe that no Catholic now holds or ever did hold an indulgence to commit sin. Popular feeling went against Dr. Duryea last year by overwhelming majorities, but on sober second thought the tide of sentiment has turned, and those who were defeated last year because they agreed with the doctor, this year are elected because the people are convinced that they were right. This adds one more instance to the many already passed into history, showing that it is far better to follow reason, rather than prejudice, especially in educational work.

A FEW INQUIRIES.

The beginning of a new year will suggest inquiries, and this one will be foremost with the many—the many who are struggling, so to speak, on the first rounds of the ladder: Am I on the right road to make the most of myself, to get the most out of the world for myself? This is a problem that must be solved; at all events there must be an earnest attempt at a solution. Under no circumstances must there be *drifting*.

Here are some examples: A young man at eighteen years of age decided to teach, having a fair education (so called). He found he knew nothing about teaching, felt acutely that he was not doing his duty by his pupils. Borrowing the money needed he went to a first-class normal school; he graduated and went rapidly forward into places of usefulness and decent pay.

From this we infer that the ambitious teacher must not fasten himself to the poorly-paying district school as though he were a barnacle. If he wants better wages let him be sure to make himself worth more wages. Our counsel is to borrow money if it is needed, and make one's self just as able as possible in the light of to-day, and then seek a situation where suitable remuneration may be obtained.

It may as well be admitted at the outset that poor teachers abound; perhaps the reader is one of them. The thing to do is double your skill, and then if possible double your salary; the probability is that if you double your skill you will quadruple your salary. This instance is remembered. A young lady, daughter of a poor farmer, felt that she must earn some money; she taught a school and received $14 per month and was boarded. A friend advised her to go to the Oswego normal school; she borrowed the money and staid there three years. She now has a place at $900 per year. Of course she was a smart girl; but with her original preparation she never would have got over $40 per month. Then here is another instance. A teacher who had read this journal a year became enthused, and saw no way open before her; she talked it over with another girl-teacher and they decided to organize a sort of normal school on Saturdays in the village, where they were teaching. Each got "Page's Theory and Practice of Teaching;" they read it evenings; they had a minister give them a "talk;" a class met and was taught for a half-hour, then the method was discussed. The school grew so that it numbered a dozen; the county superintendent became interested and at the close of the season both of the founders were invited elsewhere, at much larger salaries. But this was only the beginning. They had gone into teaching to stay; the insight they had obtained only stimulated them to go farther, and they now hold well-paid positions.

Some teacher of merit, far beyond her present place, is probably moved to ask what she shall do? We advise such to consult with the school agencies. If you are really an able teacher you can (generally speaking) get a fair remuneration, if you are willing to go away from home. Here is an incident. A teacher in Missouri felt he was just that sort of person—an able, yet under-paid teacher. He wrote a letter to us and we regret we had to say to him in reply, in the words of King Solomon, "Lay fast hold of instruction." He thought he was a man of considerable culture, but his letter read the other way. Let the teacher make sure he is really a well-qualified person before he attempts to get into a place of responsibility.

It is becoming apparent that the qualifications that suited New England towns ten or fifteen years ago, *will not suit them to-day*. And this is true in many parts of the country. It is now becoming quite common for trustees of small district schools to apply to "agencies" for aid in finding the right sort of teacher. Once this was never done. The old way was to wait for the teacher to come along; the new way is to hunt up a teacher. And the inquiry is, "Do you know of a good teacher?"

We therefore urge teachers to see what is sure to come to pass, and make ready for the new order of things. Skilful teachers will be more in demand in 1890 than in 1889.

THE OLD YEAR.

The old year has departed. What has it done for education? A great deal in many ways. First, the public mind is more than ever convinced that educational reform is needed, and the people are more than ever favoring necessary changes in school work. This is a great thing. The school cannot go before the people. Teachers are obliged to bow before public sentiment. In such a country as ours, especially, teachers must constantly feel the public pulse. In England and Germany such is not the case to the extent as with us. The people are becoming convinced that cramming is not education. The number of books to be committed to memory is growing smaller, and the study of things more general. We are more emancipated from the tyranny of grade work, and getting nearer the freedom of intellectual liberty.

Then, secondly, teachers are getting their heads into the light. They are studying good books, reading good papers, and thinking. During this year several new educational books have been published, better than anything before issued. These mainly relate to the science and history of education. The time was, only a few years ago, when very few read educational books or took educational papers. Times are changing, and the past year has marked a decided advance in this particular.

Thirdly, our institutes are coming into line with the present. The old didactic methods, used in them since their commencement, are giving way to rational and sensible forms. Teachers are clamoring to see realities, not shadows. They are becoming tired of so many preachments, and asking for actual teaching. This is a favorable sign. The institute conductor of the future will be able to show how the work is done, by actually doing it. We are advancing out from the abstract to the rational and concrete.

Fourth, psychology is becoming a practical, every-day science. We have made a decided advance towards the study of the child, his native capacities, his likes, dislikes, what mental and moral food he needs, and when and how it should be given. In other words, child and mind study is becoming the practical thing it ought to be. Teachers are learning that adaptation is the first law of success, so they are learning to fit studies to children, and not children to studies. They are asking what each child needs, and more than ever giving each one appropriate food. This is a most favorable sign. We hail it as an omen of good.

Fifth, teaching is becoming a science. The last year has helped the work along. The school of pedagogy in the University of the City of New York, is but a single instance, among others, showing that the profession of teaching is to be recognized as equal in importance and dignity with law, medicine, and theology. The time is coming when no teacher will enter the school-room as a temporary makeshift. We have learned many things concerning the science of method, the applied principles of psychology, and the use of the history of education, and the things we learn are helping the work of teaching.

Sixth, the past year has brought about a class-union between all parts of our educational machine. With the death of the old academies, the colleges are driven to rely upon the public schools for new material. This is requiring a closer union with them and their work, and demanding changes in the curriculum of our higher schools. All parts of educational work are rapidly coming into closer relations. This is as it should be, in order to promote progress. The processes of education are essentially the same from the lowest kindergarten up to the highest professional school. The University and School Extension movement is but an outcome of a popular demand, and it is an evidence of progress that college presidents are conferring with school principals for the promotion of methods of common interest to both.

Now and then the echoes of a subscriber's grumbles reach us, as: "I sent the editor an article and he never published it."

We reply: (1) We have not room to put in one-tenth that is sent to us. (2) We do not put in anything unless, out of all, it is the best. (3) We don't guarantee that articles sent us will get back again; we are too busy. (4) This paper is run to suit no one but its editors—it is hoped that suiting their judgment it will suit a good many more. (5) If any one is so hurt that he will not subscribe, because some article he has sent in does not appear, he will be the loser by such narrow action—if a person so narrow has anything to lose.

The Department of Superintendence, National Association, will hold its next meeting in this city January 18, 19, 20. Headquarters will be at the New York Hotel, and the meetings at 9 University place. State Superintendent Draper is president.

IMPORTANT EVENTS OF 1889.

The year 1889 was marked by many important events in the United States, chief of which were the admission of four new states, the Pan-American congress, the Intermarine congress, the retirement of President Cleveland, the inauguration of President Harrison, and the Washington Centennial. The opening of Oklahoma and the purchase from the Sioux furnished more land for settlers. Another cabinet officer was added—secretary of agriculture, and a faster mail train to the Pacific ordered. Statues of Grant, McClellan, Franklin, and others, have been erected, as well as on the battle fields of Bennington and the Pilgrims' landing place.

The troubles arising at Samoa and the Behring sea were amicably adjusted. The U. S. senate asserted that no foreign government has a right to interfere with inter-oceanic canals on this continent.

There has been an expectation of war in Europe. The dispute between England and Portugal, over territory in South Central Africa occurred. Spain assumed a threatening attitude toward Morocco, over the seizure of a ship. There was fighting at Bagamayo between Germans and Arabs; Gondar was bombarded by dervishes; France had trouble with the Hovas in Madagascar; Legitime was defeated and Hyppolite trumphed in Hayti; insurrections occurred in Guatemala and Costa Rica; and Brazil overthrew her government and substituted a republic.

In addition to Dom Pedro's downfall, King Milan, of Servia, and the King of the Netherlands, abdicated; attempts were made to kill the Czar, and to blow up the palace at Madrid; Portugal's throne tottered, and Boulanger, the representative of royalty, was banished. Menelek was crowned emperor of Abyssinia, and the Shah made a tour of Europe.

Italy secured a protectorate over Abyssinia, and Russia the decided advantage of a post in Corea.

The commercial and industrial relations of the nations are much closer than they were a year ago. The Paris Exposition brought the products of all lands to that gay capital. The Icelandic exhibition in London showed the skill of the northern people. Railroads across Siberia, across the Andes, and from the United States to Guatemala were projected. A cable was laid between Canada and England, and the French cable was laid to Hayti; the Congo railroad was surveyed, and work on the Chinese road continued; work was begun on the Nicaragua canal.

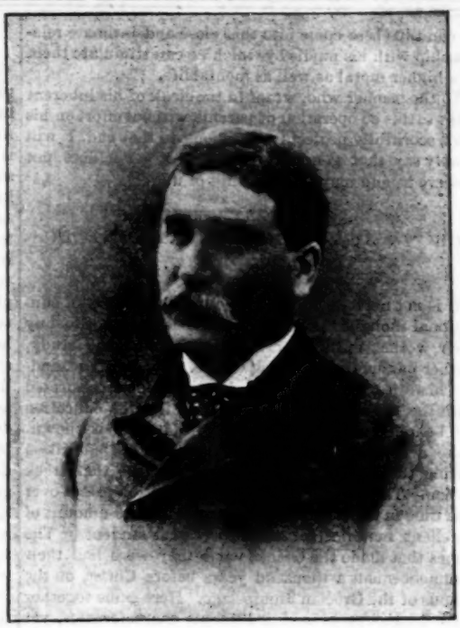
Among discoveries Stanley's in Africa, of course, rank first. Several ancient cities were discovered in Mexico. Gold was found in Lower California and copper in Mexico. Electricity played an important part. The making of artificial silk was discovered.

Among the principal educational events were the meetings of the National Association at Nashville, the American Institute of Instruction at Bethlehem, N. H., the opening of Clark University at Worcester, and the Catholic University at Washington, the election of Seth Low to the presidency of Columbia, the appointment of Dr. Harris as commissioner of education, the celebration of the 250th anniversary of the opening of the first public school at Dorchester, Mass., the gift by Mr. Sage of $300,000 to Cornell for a library. The educational world lost Chancellor H. R. Pierson, A. S. Welch, Pres. Barnard, Ex-Pres. Woolsey of Yale, Mary A. Brigham, Prof. Loomis, Saint-Hilaire, one of the Sorbonne professors, Jesse W. Payson, of copy-book fame, ex-Pres. Caldwell, of Vassar, and Supt. E. E. Higbee.

Literature has lost Horatio Bonar, Wilkie Collins, Eliza Cook, Robert Browning, M. F. Tupper, Emil Angier (dramatist), and J. O. Halliwell-Phillips, the Shakespearean scholar. Among the prominent people who have passed away are S. S. Cox, U. S. Ministers Pendleton and Bell, Simon Cameron, W. H. Barnum, Allen Thorndike Rice, Jefferson Davis, Henry W. Grady, Carlotta Patti, ex-Senator Collins, Count Tolstoi, of Russia, and John Ericsson.

It was a year of disasters. The greatest flood our country has known was at Conemaugh. Fires caused great destruction in Ellenburg and Spokane Falls, Boston, Lynn, Seattle, Antwerp, San Sanveur (Canada), Luchow (China). Montenegro and the Transvaal suffered from famine. Djarkend, Russia, was destroyed by an earthquake. The worst disasters at sea were the destruction of German and American men-of-war in Apia harbor, and the sinking of a Danish steamer with all on board; many perished by the tidal wave in Japan. Electric wires in many cities proved destructive to human life.

The strikes of workingmen have nearly ceased. In general, they were unsuccessful.



WILLIAM J. MILNE, Ph.D., LL.D.

William J. Milne, Ph.D., LL.D., assumed charge of the state normal school at Albany on the twenty-ninth of October, 1889, succeeding Dr. Edward P. Waterbury. Dr. Milne is of Scotch descent, and is the eldest of four brothers, three of whom are teachers. His early education was obtained in the public schools of Monroe and Orleans counties in this state, supplemented by instruction in Holley Academy, and Brockport Collegiate Institute. Spending four years in the University of Rochester, he was graduated in 1868. He began teaching in a district school; then he went to Holley Academy, then to Brockport Collegiate Institute, and Rochester Collegiate Institute. Upon the opening of the normal school at Brockport, he was elected to the chair of ancient languages, and held that position until his election to the principalship of the normal school at Geneseo in 1871. This last he held for eighteen years, though many invitations to accept responsible and lucrative positions elsewhere came to him. His acceptance of the principalship at Albany is believed to foreshadow an advancement of the character of professional teaching in the state of New York. The very important measures instituted by State Supt. Draper will demand a higher grade of professional instruction, and this will doubtless be provided for at Albany.

In 1879, the University of Rochester conferred upon him the degree of Doctor of Philosophy, and in 1880 De Pauw University (Ind.) conferred upon him the degree of Doctor of Laws.

INTROSPECTIVE.

It is a good thing for a teacher to ask himself, "What is my chief fault?" No one is safe who thinks he has no faults. If the teacher thinks he has no faults he should listen to the conversation of his pupils; even the youngest know the teacher's failings. The teacher who knows his own weak point, should day by day fortify himself against it. Is it scolding? Is it censoriousness? Is it quickness to anger? Is it uncharitableness? Is it partiality? Is it self-conceit? Is it laziness? Is it untruthfulness? Is it carelessness of personal appearance? Is it lack of punctuality? Is it want of ambition? It is said that the failing the teacher quickly sees in another is the failing he has himself. He may not be conscious of his own failing, but he is conscious of that in his neighbor.

This is not, perhaps, a pleasant subject, but it is one of those subjects that must be considered. The teacher who has attempted to pull motes out of the eyes of his pupils, should also attempt to pull the beams out of his own eye. Earnest self-examination is necessary on the part of those who are examining others, and there is no one we should be so strict with as ourselves. Sometimes the teacher thinks that there is no growth on the part of his pupils, and he wonders that they lack growth, and the only way to account for it is by a diligent inspection. The cause is in himself, too often. Plants grow because the sun shines upon them. Pupils grow because of the influence of the teacher upon them. Now, as little light and heat penetrate through dusty glass, so unless the light of truth shine strongly through the teacher, and upon his pupils, he cannot expect to see character grow in them.

HOW TO STUDY PSYCHOLOGY.

This is a dry topic, but we ask the teacher whose eyes may notice this title to stop and read what we have to say.

Psychology is the most interesting of all subjects possible for the human mind to investigate. What do you love to think of more than concerning your own affairs? You not only give them attention, but you must be interested in what you are doing if you are to succeed. So it is that the processes of thinking, when properly presented, are the most interesting of all subjects. We admit that psychology is a dry subject because it has been so abstractly presented; but we shall endeavor to show in this column, how every thinking teacher can become a psychologist, and a first-rate one, too; not a student of musty and dry pages, but an intelligent and earnest observer of his own mental operations. This can be done by subjective and objective thought. By subjective we mean looking into our own mental operations, and by objective seeing the reflection of these operations in others.

It is a principle of very general application that we cannot understand in others what we do not first see in ourselves. No one appreciates jealousy unless he is jealous, or hopefulness unless he is hopeful. How do you know how a greedy man feels unless you are to a certain extent greedy? How can you aid hope in another unless you have learned first to prize it in yourself? and so on in every other mental activity. Take the simple one of attention, what is it? Holding the mind to a settled course of thought without change. Many teachers complain of their pupils because they do not give attention to the subject before them. Do teachers do this? How long can an intelligent person think of one subject without having his mind diverted to others; sometimes entirely distinct from it? We imagine, not very long. The old story of Luther trying to say his prayers has been told many times. He complained of wandering thoughts in trying to address His Maker. His brother monk said, "I have no such difficulty. I commence to pray and I think of nothing but the thought which the words convey until I am through." Said Luther, "If you will repeat the Lord's Prayer, and think of nothing else, from the beginning to the end of it, I will give you my horse." The monk commenced, and after repeating a few words stopped and said, "I give it up; it occurred to me that perhaps if you gave me the horse you would give me the saddle and bridle also." This is only a single instance among millions, and so not at all singular. But here is a principle: *we attend to that which interests us*, and the negative is also true; we cannot attend to that which does not interest us. Now this seems to be very plain, and will meet with the assent of all who read this article, but think of its far-reaching application. Can the mind be made to think of any subject unless somehow there is connected with that subject a great deal of interest? Try this, and see. You have no interest, I will suppose, in the tariff. Now suppose you attend a club where the intricate principles of tariff reform are scientifically discussed. The probability is that you will go to sleep. But suppose you are deeply interested in Stanley's explorations in Africa, and suppose that a very clearly written article in the paper on the subject meets your eye, accompanied with maps and anecdotes of Stanley's explorations: you will hardly be able to take your eye off from the words, until every line has been read. Look at the little girl with her playthings, how interested she is in what she is doing! We have seen within a short time a little child giving attention for two hours to her little plays, apparently thinking of nothing else. Of course it was only childish sport, but what she did was within the grasp of her mind, and deeply interested her. She was giving as much attention to the subject before her, as the philosopher in investigating the most intricate scientific subject. There is no difference at all between the mental operation of the little girl with her playthings, and the profound philosopher with his diagrams and mathematics.

THE commencement of a new year is a good time to look over the stock of books, and decide which ones to relegate to the back shelves, and what new ones to put in their places.

CONCERNING SCHOOL MANAGEMENT.

By Prof. George Griffith, New Paltz State Normal School.

CO-OPREATION OF PARENTS.

One of the greatest aids to the successful and easy management of a school is the co-operation of the parents of the pupils. Without this the teacher labors at a great disadvantage; with it his efforts are much more likely to succeed. In some districts this co-operation is easily secured, is given unsought; while in other districts considerable skilful effort on the part of the teacher is needed to win the parents from their indifference or antagonism to the school. Some teachers, though poor in many respects, are very skilful in this influence, and hence have a comparatively successful, and always an easy, management.

To win this co-operation a teacher must generally do something more than be worthy of it, though that is an indispensable condition of its permanency.

First, the teacher should as soon as possible become acquainted with the parents of the pupils. Nine out of ten parents will welcome a call from the teacher of their children. Nor need the teacher wait for a formal invitation. In most sections short, informal calls may be made before, or shortly after, the opening of school. During these calls the teacher may converse upon school affairs, and especially concerning the hopes and desires entertained for the children of the parent visited. In this way, without being at all inquisitive, the teacher may come to know much of the condition of the educational atmosphere of the district, will discover some snags to be avoided, and more than all may convince the parents of the teacher's interest in their children, and thus lay the foundation for a mutual good understanding. There is one danger here to young and strong teachers, and that is that the teacher will modify his teaching from what is right to what will accord with the wishes of the parents. This mistake need not be made and should not. But the teacher who best knows his environment is best prepared to successfully put into use the best ways of teaching.

Again, a teacher can secure the co-operation of the parents by making his teaching, especially some parts of arithmetic, practical in the every-day life of the community. He should study the most common occupations and forms of business of the vicinity, and shape part of his instruction in arithmetic toward fitting his pupils for these practical affairs. It may be in a lumber region. Here thorough and *correct* instruction may be given in measuring and computing the cost of piles of lumber, logs, or wood. It may be near a large co-operative cheese factory or creamery. Here the pupils should be taught to apportion the proceeds of the sales to the several persons by means of a ratio table. This same method will teach them how to make out the district tax list. If the teacher does not know how to do this he should learn how before he again attempts to teach taxes. A double benefit will arise from this, bringing some of the teaching into close application to the practical affairs of the community. Not only will the parents be interested in the school, and hence will more likely co-operate with the teacher, but the teacher himself will learn much of what "practical arithmetic" really means.

Again, the teacher should generally consult with parents concerning the study and deportment of their children. Seldom should important steps be taken in discipline without first trying to secure the co-operation of the parents. This effort alone will often remedy the evil without any severe measures on the part of the teacher, and it will nearly always strengthen the teacher for any severe conflict that may arise between him and any of his pupils. With most parents the teacher can safely discuss many of his plans. How often this will forestall opposition and misunderstanding.

The teacher should mingle, so far as he will be welcome and so far as he considers right, in the social life of the community. This often removes many captious barriers to a good understanding, and furnishes an excellent field for that influence for good upon the community that every teacher ought to wield.

The teacher should make special effort to secure the visits of the parents to the school, and to this end should frequently extend cordial, definite, personal invitations to them to do so.

In conclusion, I urge another reason for all this effort on the part of the teacher to come into close sympathy with the life of the community. Not only will it make the management of the school easier, not only can he thus influence for good the community as a whole, but he can thus best come into that close and intimate relationship with his pupils by which he can stimulate them to a higher moral as well as mental life.

To the teacher who, wrapt in the cloak of his inherent right to this co-operation of parents without effort on his part, scornfully neglects suggestions to that end, I will simply say that generally he will not get it, does not deserve it, and may fail for want of it.

HOW TO STUDY THE HISTORY OF EDUCATIONAL THOUGHT.

It is not necessary to get books on the history of educational thought at first; in fact, it is best not to buy such works until after a little thought and study. Rather pursue the following course. Consult the standard histories, ancient and modern, for facts connected with the growth of nations. No history of education can be understood until some general history is known. Take a few instances. First, the history of education during the Heroic and Homeric period of the Greek nation. The ordinary student of education passes over this time in silence, but in it there is a large amount of excellent material for the educational student. The forces that made the Greeks what they were had their commencement a thousand years before Christ, on the islands of the Grecian archipelago. Here came together three distinct races having different characteristics, yet blending into a peculiarly perfect civilization. And then the Phœnicians—the traders or merchants of this old time, brought the wares of the far East and Egypt into competition. They were an enterprising race, and showed these early Greeks the advantages possessed by different parts of the world. They were also the explorers and discoverers of this period. The student of educational history must study this wonderful people in order to know the forces that made Greece what it was, and the information cannot be obtained from any history of school work. Then, again, the study of Homer is in itself a study of the history of education. It is the oldest text-book in existence, and was used exclusively for three hundred years in all the schools of Greece, and ever since the time of Homer, read in every civilized country on the face of the globe. Even its translations carry with them a wonderful amount of information and force. Then the games, the wars, the special manners and customs of the Grecian nation after the time of Homer, through the times of Draco and Solon, to Socrates, Plato, and Aristotle, are full of interest. How much gathers around that old hero and Christian, Socrates! What a matchless man he was! How he taught not only his pupil Plato, who in turn taught his pupil Aristotle, but he has taught the entire world as no other teacher who ever lived, excepting Christ, has ever instructed our race. What made Socrates what he was? Get the translation of Xenophon's *Memorabilia*, which can easily be obtained, and it will give the reader such a view of this man as he has never had before. This wonderful book was written by an enthusiastic pupil of Socrates, and is in so plain and simple a style as to be appreciated even by boys and girls. Of course there is much concerning the old universities of Athens, the method of teaching rhetoric and logic, the mathematics, and the manner of school work, that must be learned of a special history of education, but all that relates to the spirit of the people, the lives of the great teachers, can be obtained better outside of special educational histories than within their pages.

What we have said concerning the history of Greece applies equally to the history of every other nation. Take our own as an example. The spirit of the Pilgrim Fathers made them what they were. The school work in the early colonies was only a reflection of the Puritan character. It is true that every history of a country is the educational history. For what is education but the outcome of the people? And it is the thought of a people that enables a historian to write its history. This is an important point. Thinking teachers will appreciate this hint. The special methods of school work of a nation are of very little importance in comparison with the developing work of investigating the forces that have made a nation what it is. So our advice is, to the young teachers, to become first familiar, as far as possible, with the inner life of the nations, and show how this has manifested itself in various ways along down the track of ages until the present time. Our suggestion is that the history of education is the history of the thought of a nation, and not the history of special school appliances.

As no study can be made more stimulating than history, so no study can be made more profitable.

THE TEACHER'S READING.

In the multitude of books it is a very serious question to decide what reading is the best. Especially is this important for teachers. First of all is GEOGRAPHY and HISTORY; not text-book words, but realities. History is meaningless without geography. We cannot understand a battle, or a voyage, or an inauguration without knowing the geographical relation of places. So we say that history and geography should be studied together. How? In this way. Whenever an event is read, at once fix its exact location in the mind and notice *relative* distance. How does the distance from a given place to such a place, compare with the distance between two well-known places in this country. For example, it helps amazingly to remember that Palestine was about as large as Vermont, and about the same shape, and that the extreme length of California is about the same as between Boston and Chicago. Having fixed and definite geographical landmarks, history becomes possible; without such landmarks it is impossible. Reading in history must be chronological as well as geographical. Suppose this year the times from Queen Elizabeth to the American Revolution are chosen, and no other reading of a special nature allowed. What a vast fund of information would be gathered. Maps would be drawn, tables constructed, work methodized and success attained. These are most important suggestions which we commend to teachers wishing to improve by reading.

STANDARDS OF LIFE.

Many have read the poem of Mrs. Hemans, "The boy stood on the burning deck." In fact it has been read so much that like the poem of "Mary and her little lamb," it has disappeared from the readers. That little poem, however, reveals to us that deep down in the hearts of children, there are nobler standards of living than we are apt to think. Children are moved by certain influences that lie within them. The motives to good conduct must be frequently awakened; they are slumbering, and strange as it may appear, there is often a more earnest desire to do right, and to do well, in the child, than the parents and teachers will give him credit for. The reason why they do not live up to these standards which are within them, is sometimes ignorance, and sometimes shame, and sometimes want of opportunity. Like older persons they drift, their associates possibly are a class of children that drag them down; like them, they fall from their high estate. Their consciences are continually warning them, but there is none to sustain them in the effort which they would make.

One of the strongest motives before the child is the expectancy of the teacher. The teacher expects him to do well. A teacher once on seeing a young man do some trick, remarked to him, "I did not suppose you would do that, I had thought you were above such things." How differently this remark would affect a pupil from this one, which is so often made, "I expected you would do just that. I have been watching you for some time; now I know you."

To awaken the motive for right-doing in a child is very important, and to be able to keep that motive before the child requires skill and heart. If it is expected of us that we will do some great thing, or some good thing, or some kind thing, or some helpful thing, it is a powerful motive to us; we feel we have the trust and confidence of those about us—it is a strong motive to us. We do not want to lose this confidence and trust. Here is a large field for thought for the teacher. If the child believes that the teacher has unlimited confidence in his ability, and if the teacher does not try that confidence, that child, although very young, will do things that may seem at times remarkable, and are remarkable.

It is a great thing to know what is to be said to one who has done wrong, who has yielded to the temptation of whispering, or even a lie. Shall the child be called up and lectured upon the sin of Ananias and Sapphira? and be told, as has been done in many cases, that the lake of fire and brimstone is to receive him? Suppose, on the other hand, that the teacher admits the wrong doing, but holds out the hope that it will not occur again, and believes that it will not occur again, and shows his belief in it; if the child feels that, although he has slipped, he can get upon his feet again, it is a motive for future well doing.

Somewhere and somehow there is a standard set up by the pupil in his mind of what he is to be; this is often erected during the early years. One who sets up a standard is said to have a *character*. The teacher has much to do with this. How well we can now look back upon our struggles to have the teacher know that we tried to do right in order to have his commendation!

THE SCHOOL ROOM.

The subjects for this week are ETHICS and DOING; under these heads the teaching of Morality, Experimenting, and Drawing, etc. are discussed.

TEACHING READING.

In visiting several schools it was noted that the Third Reader classes were, as a rule, uninterested; they looked as though they did not understand, pronounced mechanically, and miscalled many words This stage is considered the most difficult one; the step from the Second to the Third Reader is usually a great one; the vocabulary is out of the pupil's range of thought.

The first step is to *create an interest* in the matter to be read. It is not sufficient to promise to give good marks, or to send to the head the one who reads best. To create an interest, the pupil must think of the reading and find pleasure in it. Just how this shall be done is the problem for the teacher; one thing is certain, *it can be done* and IT MUST BE DONE. One of the great difficulties is that the words used are not in the pupil's vocabulary.

Before me in a Third Reader I find concerning monkeys these words: "They are well suited for such a life, for their strength and the power of grasp in the hind paws enable them to pass from bough to bough with ease and speed." Now for the teacher this is plain, but it is hard for a boy of nine or ten years of age. I do not now say how this difficulty can be overcome; it can be and *it must be*. To command a class "to read the lesson over ten times to themselves," as I have known to be done, will not meet the difficulty. "Reading is getting thought by means of printed words."—*Parker*. To read the lesson over and over, by themselves, will make them more glib in saying off the words, but it does not necessarily follow that the pupil *gets the thought*. Why do you ask the pupil to read? You do it to have him "get the thought," and then give that thought to you. Nothing else should be the reason.

Let us turn to the lines quoted above, and let us say what should be done. 1. Take each word needing attention by itself, and bring it before the pupil so that it is understood and enters into his vocabulary. If it is "monkey," write it on the blackboard; if you can, show a picture of it; talk about it. If it is a word that does not have an idea back of it, like "well," use it in proper relations, as, "John is well brushed." Illustrate "grasp"; let all "grasp" the book, then "hold" the book, etc. This will take time but it will *educate* and that is what you are after. It takes time to file a saw, but you save time by doing it. All this you should have done yesterday.

Besides taking the words orally use them in sentences, as, "I grasp the pointer." Get the pupils to use "suited," "strength," "grasp," "enable," "ease," "speed," so that they know them—that is, add them to their vocabularies. Let them talk to you and use these words. Now when you set them to read, "They are well suited for such a life," you must bear in mind you are trying to have them get a thought out of those words; if you are not a thinking teacher you will say, "I am trying to have them say those words off to me without stumbling."

Here is a rule you must keep in mind. Do not let the pupil attempt to give you the thought until he gets it himself. Now when he reads it silently he is getting the thought; when he reads it aloud he is getting and giving the thought, but he must get the thought. The question that will come up constantly before you is, Does that pupil get a thought out of that combination of words? Ask that question over and over. Do not ask this: Can he say those words over without stumbling.

So that reading is a mental process; the teacher must know the mental condition of the pupil; he must keep constantly watching that. He must aim all his work at enlarging mental power. As he *increases the mental power* of his pupils they will read better and better.

Now as to emphasis, pauses, and inflection; do you teach them by imitation? If so, you make a great mistake. If the child gets the thought he will "let his voice fall" at the end of a sentence, or rise when a question is asked, etc.

It is a good thing to give phonic training to help the voice. This may be done daily with profit. For example, display a chart with the sounds of the vowels (or write these on the blackboard), and place B before each; thus: ba, ba, ba, ba (there are *four* sounds of A), and so go on through the sounds of A, E, I, O, U. Then place B after each, as: ab, ab, ab, ab, and so go through the sounds of A, E, I, O, U.

DERIVATION OF WORDS.

By GEO. A. STOCKWELL.

Mirabeau says that words are things, Dr. Mathews says that words are living things, and Hazlitt says that words are the only thing that live forever.

The history of the formation or derivation of many words is most interesting.

Deacon. The Greeks employed a servant to run alongside and before them when they traveled to clear the way, and to announce their approach. This servant was called *diakonos; dia*, through, and *konos*, dust, because he ran through the dust. From this word is derived "deacon."

Circumstance. From *circum*, around, and *stare*, to stand, comes "circumstance," for which there is no synonym; from *circum*, and *fero*, to bear, is derived "circumference."

Simple. This is from *sine*, without, and *plica*, fold, without fold.

Kind is an abbreviation of *kin-ned;* a kind man is a man of kin.

Melancholy. This is from *melas*, black and *cholos*, bile.

Caprice and *Capricious.* These are from *capra*, goat.

Furtive. This is from *furtivus*, like a thief.

Calico. This is from Calicut, a place in the East Indies, where calico was first made.

Dimity. This is from *dis*, twice or double, and *metos*, thread.

Fiscal. This is from *fiscus*, a wicker basket in which the revenues of the state were carried.

Serious. This is from *sine*, and *risus*, laugh.

Quandary is from *qu' en dirai*, what shall I say of it?

Topsy-turvy is supposed to be a contraction of *Top-side t' other way.*

Tariff is from *Tarifa*, a sea-port in the Mediterranean, about twenty miles from Gibraltar, where duties on ships were levied first.

Sincere is from *sine*, and *cera*, wax.

THE USE OF STORIES.

It is not at all necessary to theorize concerning what children like to read; one hour of practice will settle that question. Every teacher could at once name a dozen books, the sight of which would make his pupils' hearts jump for joy. Of course the story is the center around which everything else in reading must revolve. This must be laid down as an axiom. But now comes the question, what use can we make of these stories.

First, for reproduction-language exercises. But here there must be caution, for they must not be used as memory exercises. If they are, their value will be almost, if not entirely, destroyed. Let the memory alone. Cultivate expression and originality; so it is well to give the story in outline, letting the pupils fill up the gaps. Here is an example. The teacher says I am going to give you an *outline* story. You may help me. Commencing, she says:

When James White was going to —— he saw a —— carrying a —— in his hand. The —— seemed to be ——, etc.

In pursuing this course, the teacher selects some of the many words given here, as they seem to be fit. When she is through she does not say, "You may write this story for me," but "You may tell *me* a story on paper." The course she has pursued gives the scholars confidence in their own abilities. In reproduction-language exercises, a sufficient time should elapse between the telling of the story and its writing to take away, as far as possible, the danger of making it a mere discipline of the memory.

The second use to be made of stories is for moral lessons. They can be made to have a great ethical value. For this purpose, each one should have a point, which should be instantly and clearly seen. A story, like a joke, is a poor affair if it has to be explained. The questions necessary to fix the lessons should be so planned that they should at once be answered. Stories told for moral purposes need to be carefully prepared and properly told.

The third use to be made of stories is for the purposes of literary culture. Here is a difficult field, perhaps more difficult than any other work connected with their use. The object to be reached is the creation of a good taste, and the steps to be taken in order to reach this end are quite analogous to those taken for the creation of a taste for good food. Somehow the seed must be planted and then nourished, so as to grow into a vigorous maturity. It is dangerous to use too much poetry at first. Children are wonderfully fascinated by the jingle of words, and will easily put their sounds in place of thought. The wonderful popularity of "Mother Goose" is due to this feature, more than to any ideas the words convey. We have only room this week for these hints, but shall revert to the subject again for the purposes of a more thorough elucidation of it.

LESSONS IN ELOCUTION.

GROUPING AND EMPHASIS.

We employ the title "elocution," because teaching reading" is generally understood to be teaching a child the art of recognizing and pronouncing words. Most schools make a distinction between writing and penmanship. Writing lessons are those that teach a pupil to express himself by means of the pen; penmanship lessons are those that teach a pupil the forms and proportions of the letters. With all reading lessons there should be appropriate lessons in elocution, or the art of delivering words and sentences in an effective manner. The teacher must of course (1) make the pupils pronounce the elements of speech correctly, (2) distinguish the various tones of the voice and teach the pupils to use them, (3) group the words and sentences according to their mutual relations. Let us consider this last.

GROUPING WORDS.

A child expresses ideas by single words, and the most eloquent speakers express ideas singly, although by combinations of words. Sentences are divided into clauses which have been happily called "oratorical words," and each of these must be presented to the mind as a separate fact. For example, take this sentence: "During the recent thunderstorm an unfortunate man traveling on the road was struck by the lightning and killed." This would be expressed by the child narrator in the three words, "Lightning kill man." But though, in the sentential statement, more words have been used, they arrange themselves into three groups corresponding to the three single words in the child's imperfect version. On this principle the reader should deliver the words of the longest sentence. The necessary ideas in a sentence are its subject and its predicate; but besides these, the sentence may include a variety of subordinate ideas expressed in adjective, adverbial, or complemental clauses. The principle of grouping words must be recognized as one of the most important in the whole art of reading. Teach your pupils to unite no words which do not make sense together, and they will soon acquire a perception of the principle which guides to appropriate clausing.

Learners would read better, if, instead of being told to "mind the stops," they were directed to "mind the thoughts, and pay no heed to commas."

For example, in Lord Byron's lines on a "Thunderstorm among the Alps," we read by punctuation:

"O night |
And storm | and darkness | ye are wondrous strong."

But the thought is not of these objects individually; it is their combination that is "wondrous strong," and we should read:

"O | night
And storm and darkness | ye are wondrous strong."

Again punctuation reads:

"Far along
From peak to peak | the rattling crags among |
Leaps the live thunder!"

But the thoughts dictate instead:

"Far along |
From peak to peak the rattling crags among |
Leaps the live thunder!"

Again punctuation reads:

"And Jura answers | through her misty shroud |
Back to the joyous Alps."

But we should disregard the comma after "answers," and read:

"And Jura | answers through her misty shroud |
Back to the joyous Alps."

In another passage effective reading requires division into three separate clauses, and yet there is not a single comma in the printing:

"Let me | be
A sharer | in thy fierce and far delight."

These examples show that good reading requires close thinking, and that clausing is one of the most important means of lucid expression. Punctuation is regulated by stereotyped mechanical rules of the printing office; clausing must be the thoughtful work of the reader under the guidance of insight and judgment.

EMPHASIS.

In teaching reading the pupil must emphasize the *sense*. In this matter young pupils will of course depend on the direction of the teacher; although they should be encouraged to think for themselves as much as possible. It is not, perhaps, generally known that the selection of emphatic words is regulated by principles, which can be exactly formulated for teaching. Many mistaken ideas have been entertained with reference to emphasis; the fundamental mistake being that no rules could be laid down for the reader's guidance. You can, however, not only point out the emphatic words with confidence, but you can explain the reasons for your selection to those pupils who are qualified to comprehend them. Everything is best done that is done by rule, and all teachers should make themselves familiar with the very important laws of emphasis.

"To *be* or *not* to be." Here we have the negative particle under emphasis. Why not read "to *be*, or not to *be?*" *Because any word or thought already stated is unemphatic.* This is an absolute law, admitting of no interference from the rank of words.

"*That* is the question." Here a pronoun is the emphatic word. Why not read. "That is the *question?*" Because the previous words constitute a question, *and any word involved in the context is unemphatic.* This is another law, equally absolute and independent of the rank of words.

"Whether 'tis *nobler*, in the mind." Why not read, "Whether 'tis nobler, in the *mind?*" Because the idea of "nobleness" *implies* "in the mind"—as the estimate of nobleness cannot be elsewhere—*and any word or thought necessarily implied is unemphatic.* These laws are definite, easily comprehensible, and of universal application.

We have in this illustration, in the most compendious form, a complete category of the reasons for words being unemphatic. Now, look at the converse, which of course will show the reasons for emphasis. *Any word or thought which has not been previously stated, or involved in the context, or which is not necessarily implied* in the nature of things—in other or fewer words; any word which is *new to the context* is, in virtue of novelty, emphatic. Emphasis has nothing to do with the grammatical rank of words. It depends entirely on the three principles—*novelty, contrast,* and *suggestion.*

These principles can be elucidated by showing their application to speech. Remember the rule is that words that are (1) NEW, (2) CONTRASTED or (3) not IMPLIED or INVOLVED in the context must be emphasized.

EMPHATIC ANALYSIS OF HAMLET'S SOLILOQUY ON DEATH.

"To *be* (new), or *not* to be (contrast)? *That* is the question (question involved). Whether 'tis *nobler* (new) in the mind (implied) to *suffer* (new) the slings and arrows of outrageous fortune (involved in Hamlet's gloomy view of life), or to take *arms* (contrast) against a sea of troubles (same as "slings and arrows," etc.), and by opposing (same as "take arms") *end* them (new)? To die (same as "not to be")? To *sleep* (new); no more; and, by a sleep, to say (expletive) we end (involved in "die") the *heartache* (new) and the *thousand* (contrast,) natural shocks (involved in "heartache") that flesh is heir to (involved in "natural"). 'Tis a consummation (involved in "end") *devoutly* to be wished ("wished" implied)! To die? to sleep (repetition). To *sleep* (new, as a question)? Perchance to *dream* (new). Ay! *there's* the rub (suggested contrast). For, in *that* sleep (contrast) of death (explanation) *what* (contrast) dreams may come, (same as "perchance," etc) when we have shuffled off this mortal coil, (involved in death) must give us *pause* (new). *There's* the respect (suggested contrast) that makes calamity of so long life (involved in "give us pause"). For *who* would bear ("bear" involved) the whips and scorns of time, (same as "calamity") the *oppressor's* (new) wrong, (wrong implied) the *proud* man's contumely, (contrast) the pangs of despised *love* (contrast), the *law's* delay, ("delay" implied aphoristically) the insolence of *office*, (new) and the spurns (involved in "insolence") that patient *merit* (new) of the *unworthy* takes (contrast), when he himself might his *quietus* make (contrast to "bear") with a bare bodkin (expletive)? Who would fardels bear, to groan and sweat under a weary life, (same as "who would bear the whips," etc.) *but* that the dread ("dread" implied) of something *after* death, (contrast to "life") that undiscovered country, from whose bourne no traveler returns, (explanation) *puzzles* the will, ("will" implied) and makes us *rather* bear those ills we have, ("bear," etc., implied) than fly to others that we *know* not of (contrast to "ills we have")? Thus, conscience (implied) does make *cowards* (contrast) of us all (expletive); and thus the native hue of resolution (involved in "will") is *sicklied* o'er (contrast to "native hue") with the pale cast of thought (involved in "conscience"), and enterprises (involved in "resolution") of *great* pith and moment, (contrast) with this regard (implied) their currents turn *awry*, (new) and lose the *name* of action" (that is to become no longer "currents" but to stagnate).

Although thoughtful readers will be generally right in their perception of emphasis, without being consciously guided by definite principles, yet this is not enough in teaching. You must be able not only to bring the expression of a thought to a focus, but to do so, as it were, mathematically; and to test, and, if need be, prove your results by rule and theorem.

Emphasis is one of the few points in which all good readers will nearly coincide. There is a boundless latitude for variety in other respects; but emphasis depends on the appreciation of the intended meaning, which leaves comparatively little room for difference.

PITCH.

Another point in teaching reading is to graduate the qualities of high and low pitch, weak and strong force, slow and quick time. Uniformity in any of these qualities is a defect; and in the nature of the changes made by the reader, or dictated by the teacher, there is abundant scope for the exercise of taste and judgment.

EXPRESSION.

The great point in teaching reading is to express the sentiment. This requires not only modulations of inflexion, stress, pitch, force, and time, but a general suiting of the sound to the sense that shows the reader to be in full sympathy with his subject. The principle is that every sentence should be so read as not only to express its meaning, but to indicate the reader's sentiment in regard to it—whether of approbation, condemnation, indifference, etc. You will therefore treat as a fault in your pupils a style of reading that is merely mechanical. They will warm what is cold, enliven what is dull, and inspire sympathy.

SIMULTANEOUS READING.

It is important in teaching reading, to give *simultaneous exercise.* We know how the voices of a congregation are led in singing by a single precentor. The same influence of voice developing voice will be found in the simultaneous exercise of a class in reading. Of course the individual voices will be tested from time to time, and separate readings will be occasionally prescribed, but the general exercise of a class will, with great advantage, be simultaneous. You can readily distinguish a discordant vowel or inflection, even when twenty or thirty voices are sounding together. Your pupils in this way receive a much larger amount of exercise, and the interest of the class is much better sustained than when each individual is called on for the few moments which can be allotted to him for separate reading.

OBJECT LESSONS.

LEAD.

By experiments made by the pupil and questions by the teacher, it will be found to have these qualities:

Heavy—fusible—bright when first melted or cut—malleable—ductile—very soft—pliable—livid, bluish gray. It is easily calcined, that is, reduced by heat to a liquid. Solid—opaque—mineral—liable to tarnish—inelastic. It makes a gray streak on paper. It melts at a much lower temperature than the other metals. It is the softest of all metals. It is not much altered by being exposed either to air or water, though the brightness of its surface is soon lost.

USES OF LEAD.

1. The oxide of lead is the basis of many colors, which are obtained from it by different degrees of heat. Red-lead and white-lead, so much used in paints, are the oxides of lead. They are soluble in oil, are very poisonous, and occasion the ill-health to which painters are subject. The oxide of lead also enters into the composition of white glass, rendering it clearer; it is also used in the glazing of common earthenware vessels. Any acid will extract a poison from lead, and therefore the use of it should be avoided in culinary operations. It is employed in glazing pottery.

2. When rolled between iron cylinders to the requisite and uniform degree of thinness, lead is employed to cover the roofs of houses and churches; but in case of fire, its melting is attended with much danger. It is also used for gutters and pipes of houses, and for cisterns and reservoirs of water, because it does not rust and is very durable.

3. The great softness of lead, and the ease with which it is fused, are the properties which have brought it so much into use. The persons who work it are called plumbers (plumb-*er*, from the Latin plumb-*um*, lead.) The solder they used as a cement is an alloy of lead and tin, in the proportion of two parts of the former to one of the latter.

4. Great quantities of lead are consumed in making shot. The metal for this purpose is alloyed with arsenic, to render it more hard and brittle, and capable of assuming a perfectly spherical shape. Shot are formed by dropping the melted alloy into water from a considerable height, through an iron or copper frame, perforated with round holes, which are larger or smaller according to the required size of the shot. Mixed with antimony, lead is used for printing types: and with tin and copper, it forms pewter.

WHERE FOUND.

Lead abounds in England and Wales, Scotland, Ireland, Germany, France, Spain, and America. When the ore is brought out of the mines it is sorted and washed, to free it from dirt and rubbish; it is then spread out, and the best pieces separated. After the ore, by picking and washing, has been sufficiently cleansed from extraneous matter, it is roasted in a kind of kiln, to free it from the sulphur usually combined with it. The next process is to mix it with a quantity of coke and submit it to the *smelting* furnace. In this there are tap-holes, which, when the lead is melted, are opened to allow it to run in a fluid state into an iron vessel. The dross which floats on its surface is skimmed off, and the metal is taken out by ladles and poured into cast iron molds with round ends. It is then called *pig lead* and is fit for use.

TALKS WITH PUPILS.

ABOUT CHARACTER.

The important thing to have is a good character. Sometimes a young man thinks he can get along in the world if he has education, if he has influential friends, or money, but it is a mistake. It is easier to get along without these and with character, than to get along with these and without character,—far easier. Character is valued by everybody and everywhere; even men of a poor character value it in others, and even a band of thieves want an honest man to hold their gains.

A young man whose word is believed, who is never suspected, who has a blameless life, is a young man that the business world has a place for; he never lacks for a situation. A young man, on the contrary, who may have money and plenty of friends, and a good appearance, if he lacks character, is looked upon with suspicion, and doubt, and hesitancy; even his best friends cannot win confidence for him. He has a discharge at every place and men of inferior attainments will outstrip him in the race, if they have character.

How hard it is for a young man who has lost his good name to recover it again. His way is an up-hill way; it is full of difficulties and perplexities. A good name is rather to be chosen than great riches, and it is to be got by an exhibition daily, of our doing things. Many a pupil thinks that all he gains at school is a knowledge of some branch like arithmetic or geography, but far beyond that is the character he has. Is he reliable? Does he tell the truth? Is he the same to-day as yesterday? Is he what he appears to be? The only way to reach this high position is by striving day by day to do the thing that is right.

ABOUT SPACE.

What a vast space there is directly above us? If we attempt to measure from the top of our heads upwards there is no limit; the experiment to sound this immense depth has been attempted by astronomers. The first who undertook it was Herschel. He desired to know how far it was from the earth to the nearest star. This star is Vega; it is in the constellation Lyra. It has been admired for many centuries on account of the delicate tint of blue in its light. In the summer months it is directly over our heads. If we look through a telescope at Vega we find that it is inside of a little speck of light. It is a vast body; the distance to it has been measured and it cannot be told in miles. The distance to the sun is about ninety-five millions of miles; the distance to Vega is six million times that distance. The amount of light that comes from Vega is one-forty millionth part of what we get from the sun, so that astronomers tell us that Vega is nine hundred times as large as our own sun; its heat is probably nine times as great. How would it be if we were revolving around Vega as we are revolving around our sun? Why we should at once be turned into cinders—as Vega is probably surrounded by a system of worlds, they are either a great distance from it or else their inhabitants must be able to stand the heat as no one on this earth can; the plants, the animals, too, must be different. But there is a larger star than Vega, and that is Arcturus. This attracted notice even in the time of Job, four or five thousand years ago. It seems to stand alone. The distance to it has been measured, and it is found to be more than eleven million times as far away from us as the sun, and it is considered to be three thousand times more powerful than the sun, some say six hundred thousand. Probably this brilliant star is surrounded by worlds, and on them are men and women, and animals and plants. The nearest star to us in the northern hemisphere is in the Swan. It is a very small star—not as large as our sun. It is probable there are stars that are larger than Arcturus, that are so far away that we shall never see them, no matter how skilfully we may apply our telescopes, so that we turn to the space that is above us and say that it is limitless, boundless, and no matter how rapidly we might move through it, we should never reach its end.

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work, in geography, history, etc. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

THOMAS A. EDISON.

FIRST PUPIL.

Thomas A. Edison, the great American inventor, was born in the little town of Milan, Ohio, February 11, 1847.

SECOND PUPIL.

The story of his life resembles that of many other famous men. His father was poor, and his mother, who had been a teacher, did all in her power to make up for the absence of schooling by educating her boy herself.

THIRD PUPIL.

Evidently she understood the bent of the boy's mind, for she allowed him to experiment with chemistry and electricity to his heart's content. He began his experiments at a very early age, for while still wearing dresses, he undertook to hatch out some goose eggs by sitting on them himself. He had laid in a supply of provisions, and he was much disappointed when his mother made him leave the nest for his bed.

FOURTH PUPIL.

He began to support himself by selling books, peanuts, and prize packages of candy on the Grand Trunk Railroad. He was very careful to save his money.

FIFTH PUPIL.

He was always a great reader. When not busied with his experiments, he read such books as "Hume's History of England," and Gibbon's "Decline and Fall of the Roman Empire." He had no time to waste even in his childhood. After he was older and had access to a large library, he thought he would read all the books it contained. But after a while he came to the wise conclusion that he would read the works that were most helpful and interesting to him. It is needless to say that his favorite books were on scientific subjects.

SIXTH PUPIL.

He studied and experimented in every spare moment. While a train-boy he published a paper called *The Grand Trunk Herald*. This was published in the baggage car, and being full of railroad news, was a great success. But one day he was so unfortunate as to upset a bottle of phosphorus which set fire to the car. The enraged conductor put out the fire, and then thrashed the boy soundly.

SEVENTH PUPIL.

One day he saved the life of the little daughter of a telegraph operator, and the grateful father offered to teach him telegraphy. Edison eagerly accepted the offer, as he had long wanted to study telegraphy, but he was too poor to pay for the lessons. He worked very hard, and as he was a bright student, he secured a position at the end of five months.

EIGHTH PUPIL.

A few years later he was still experimenting and succeeding very well, when another accident occurred. He spilled a quantity of sulphuric acid, which ran through the floor and ruined the rooms below. This time he was discharged instead of thrashed, which, no doubt, was a more serious affair to him.

NINTH PUPIL.

He kept on making inventions, but they brought him neither money nor fame. At last in his discouragement he resolved to go to South America. He missed the ship which he meant to take at New Orleans, and while waiting for the next one he met a man who advised him to remain in his own country. He said that the United States was the best place for a young man who meant to rise in the world. Edison followed his advice and remained.

TENTH PUPIL.

At last, after going from city to city, he drifted to New York. He did not succeed in finding work, and he had neither friends nor money. But one day his fortunes turned. He was in the office of the Gold Reporting Telegraph Company when their instrument was out of order. The inventor himself was unable to make it work, but Edison was convinced that he understood it, and he offered to mend it.

ELEVENTH PUPIL.

They laughed at his offer, but as the instrument was useless, they knew he could not make it any worse, so they allowed him to try his hand. He was successful, and they were so pleased that they offered him a good position at once.

TWELFTH PUPIL.

He was twenty-three at the time, and since then he has been very successful. He invents all the time, and everything he put his hand to seems to succeed. He has patented several hundred inventions, mostly telegraphic and electric. The most important are a four-message-telegraph instrument, carbon telephone, phonograph, electric engine and full railway apparatus, and the electric light.

THIRTEENTH PUPIL.

He is now said to be worth several millions, and he has factories in America and Europe. His home is at Llewellyn Park, Orange, New Jersey. His laboratory is there, and he has everything that heart could wish. The same persevering spirit that led him to sit on the nest, has made him the greatest inventor of the world.

FOURTEENTH PUPIL.

I will tell you one or two stories of this wonderful man. One will show his wonderful skill as receiver of telegraph messages. He was in an office once where considerable matter had to be taken from one of the fastest senders in the country. So rapid was he that many had tried to receive as fast as he could send, but after a few minutes they had been obliged to give up entirely or ask him to decrease his speed. Edison, who was a new man, was tried, as a joke. Their amusement was turned to astonishment as he passed off sheet after sheet of rapidly written manuscript, and to unbounded admiration when he arose from his seat after two hours of hard work.

FIFTEENTH PUPIL.

It is characteristic of Edison that if a new idea enters his head, no matter what he is doing, or with whom he is conversing, he rushes off to test it by experiments. One day Cyrus W. Field, Sidney Dillon, Jay Gould, and Samuel Sloan went to Mr. Edison's office to confer with him in regard to an electric motor, in which they were interested. But the conference had hardly begun when the inventor suddenly left. The millionaires waited some time for his return, but he did not come, and at last they were obliged to depart, not much wiser than when they came. He was somewhere else inventing something.

SIXTEENTH PUPIL.

There is an interesting story in connection with Edison's phonograph. At one time when the late Henry Ward Beecher visited his laboratory, he asked him to speak into his phonograph. After the death of the great divine Mr. Edison was able to reproduce his voice to perfection.

SEVENTEENTH PUPIL.

His phonograph has recently been improved, and has attained remarkable power. He received the degree of Ph.D., from Union College, and was appointed Chevalier of the Legion of Honor, by the French government, 1878.

EIGHTEETH PUPIL.

Mr. Edison is still inventing, and there is no telling what more his genius may accomplish. Well may he be called "Wizard Edison," for his inventions out-do all the old tales of the magicians.

MONTH OF FEBRUARY.

Feb. 3.—Horace Greeley, b. 1811.
Feb. 5.—Ole Bull, b. 1810.
Feb. 15.—Galileo, b. 1564.
Feb. 17.—Michael Angelo, d. 1563.
Feb. 22.—James Russell Lowell, b. 1819.
Feb. 27.—Henry W. Longfellow, b. 1807.

The above is designed to put upon the blackboard in time to allow the pupils to look up something about each.

HORACE GREELEY.—From earliest childhood he determined to be a printer, and when eleven years of age he walked nine miles to see the publisher of a newspaper and obtain a situation. The editor looked at the small, tow-haired boy, shook his head and said, "You are too young," and he had to walk home again. When in a fit of abstraction Horace tried to yoke the "off" ox on the "near" side, his father said, "That boy will never get along in the world; he will never know more than enough to come in when it rains." But all who read the life of the "Founder of the *New York Tribune*" will know that his father's prediction was not true. He died Nov. 29, 1872.

OLE BULL.—This great violinist was born in the quaint town of Bergen, Norway, eighty years ago. He began to play the violin when he was only four years old, but it was not till four years later that a music-teacher was provided. After two years' practice, Ole could play pieces that his teacher found it impossible to perform. His father wished him to become a clergyman, but Ole loved music too well to give it up. He met with no success, till one night when he played in a concert in Bologna. After that his fame was secure. He made several visits to America, playing in all the great cities, everywhere drawing crowded houses. In 1880, he left America for the last time, returning to his beautiful island home at Lyso, near Bergen. He was taken ill during the voyage, but he lived to reach the place he loved so well. At his funeral the author Bjornson, paid a touching tribute to his memory, and then the peasantry came by hundreds and filled the grave with flowers and ferns.

GALILEO was a great mathematician and philosopher, born at Pisa, in Italy. He was the inventor of the thermometor and the telescope, and the discoverer of the "three laws of motion." He was denounced as a heretic, and forbidden to teach that the earth moves. He was imprisoned and obliged to renounce his doctrines. But when he rose from his knees, he whispered to a friend, "Nevertheless, it *does* move."

MICHAEL ANGELO.—Buonarroti was a celebrated Italian painter, sculptor, and architect, born March 6, 1474. His first work, a bas-relief, was "The Battle of Hercules with the Centaurs"; another celebrated work is a marble group, "The Virgin Weeping over Her Son." He painted an oil painting of the "Holy Family." He worked with Raphael in frescoing the walls of the Vatican. Among his greatest productions is the "Last Judgment," in the Sistine chapel in Rome; it took him eight years; there are 300 figures in it. He was made the chief architect of St. Peter's church, and devoted the remainder of his life to it, but did not live to see it completed. He is not considered so great a painter as Raphael, but as an architect and sculptor he stands at the head of all who have lived. He died in 1563.

JAMES RUSSELL LOWELL.—Mr. Lowell says of a poet, "If God made poets for anything, it is to keep alive the traditions of the pure, the holy, and the beautiful." His own works are an illustration of this sentiment, especially "The Vision of Sir Launfal." This poem is founded on the legend of the "Holy Grail," the cup out of which Jesus partook at the last supper with his disciples. Tradition says that it was brought to England by Joseph of Arimathea. Those who had charge of it were required to be chaste in thought, word, and deed, but one of the keepers broke the condition and the cup disappeared. It was a favorite enterprise of the knights of Arthur's court to go in search of it.

HENRY W. LONGFELLOW.—When his "Hiawatha" appeared Mr. Longfellow was charged with plagiarism, as it followed closely both the form and substance of the "Kalevala," the national epic of Finland, but he showed indifference to all the charges. His publisher called upon him several times, and urged him to make a reply to these charges. Each time he received the same answer, "I will think about it." At last the *Tribune* came out with almost a page on the subject. His publisher called again, and this time very much excited. "How does the book sell," asked Longfellow. "Amazingly—the sale is already equal to the combined sales of your other books." "Then," said Longfellow, "I think we ought to be thankful to these critics. They are giving us a large amount of gratuitous advertising. Better let them alone." And let alone they were. He died March 24, 1882.

CURRENT TOPICS.

Under this head will be found a summary of important events, of discovery, of invention; quite a survey of the world—especially the civilized world. See also narrow columns.

CROWNING A KING.—Carlos I. was crowned king of Portugal. In the evening the city of Lisbon was illuminated. There was also a grand review of the garrison. What can you say of Portugal?

INDIA'S NATIVE CONGRESS.—A plan of organization has been agreed upon, which will be presented to parliament. It provides for a representative body composed of twelve members for every million of population. This body is to be controlled by an inner one composed of selected persons of its own number. Under what rule is India?

PROGRESS IN CENTRAL AMERICA.—News comes from San Salvador that railroad building is proceeding rapidly.

ENGLISH WAR-SHIPS AT GIBRALTAR.—The British squadron will assemble at Gibraltar, to be ready to go at once to Lisbon. Serious difficulties are feared over the dispute regarding Nyassa land, in South Central Africa. What about that dispute?

MORE TROUBLE IN HAYTI.—Another revolution is expected in Hayti over the return of Count Sesmaisons. When the American vessel, *Haytian Republic*, was seized, he did his utmost to prevent the vessel's release. What was the recent trouble in Hayti?

RIOTS IN BRAZIL.—The provisional government met with a strong opposition from the friends of Dom Pedro. Serious fighting occurred in Rio de Janeiro. The revolt was not put down until December 20. What has taken place lately in Rio de Janeiro? What do we get from Brazil?

TROUBLE BETWEEN BLACKS AND WHITES.—Serious riots took place in Georgia and Mississippi between blacks and whites. The militia had to be called out. What is meant by the "color line"?

A TREATY WITH JAPAN.—A tenth treaty with Japan will come before congress during the present session. It will in many ways be favorable to the Japanese, who have very friendly feelings toward Americans. What do you know about Japan?

H. W. GRADY'S MONUMENT.—A monument will be raised to his memory by the young men of Atlanta. Tell one thing about him.

BILLS BEFORE CONGRESS.—Among the bills presented are those providing for a bureau of appointments, for abolishing the internal revenue tax, and for the pensioning of all soldiers of the late war over fifty years of age, who were disabled in the line of duty. What is the "internal revenue"?

CONGO STATION.—Good progress is being made in the equipment of the new stations that are to be used as aids in the suppression of the slave trade in Congo. What nations are seeking to stop this trade?

NEW SEALING GROUNDS.—New resorts of the seal have been found in Alaska. What makes the seal fishing so valuable?

FAILURES FOR 1889.—In the past year there were 11,719 failures in the United States, with liabilities of $140,359,490, and assets $70,599,769. This is a larger number of failures and greater liabilities than for any other year in the past five. What is an asset? What are liabilities?

DR. LIVINGSTONE'S SON DEAD.—Dr. W. Oswell Livingstone, the only surviving son of David Livingstone, the African explorer, died near London. He was born in Africa thirty-nine years ago. What do you know of Livingstone's explorations?

TROUBLE IN CUBA.—The resignation of Capt. Gen. Salamanca has been demanded. The trouble grew out of a dispute between him and the Conservative leaders, the latter fearing an increase of the annexation fever. What attempts have been made to annex Cuba to the United States?

DISCUSSING ANNEXATION.—A special committee of the United States senate is taking testimony regarding trade and commerce with Canada. There is a strong feeling in favor of commercial union. What are the products of Canada?

THE CZAR.—A letter from St. Petersburg says that the recent so-called "relapse" of the Czar was not a return of the influenza. It is reported that poison was found mixed with the food of which he had partaken.

CORRESPONDENCE.

METHODS OR METHOD.

To the Editors of THE SCHOOL JOURNAL:

It seems to me that the main trouble with young teachers is not a question of *methods* but one of *method*. When the teacher fresh from a normal school, for the first time faces a school, his mind is full of the methods of Frœbel, Calkins, and others, but he don't know which to apply. Originality is what is needed. No teacher can successfully carry out the methods of another unless he can put himself where the model he wishes to copy, stands.

Gunnison, Utah. WARD STEVENSON.

(We doubt the correctness of this statement; it is not clear enough. The teacher certainly has got to learn HOW TO DO IT. An inventive person learns how quicker than others.—EDS.)

WHISPERING AND PRIZES.—1. Will you please give some good method to prevent whispering in the school-room? 2. Is it right for a teacher to give prizes to the best behaved scholars? J. H. L.

1. No patent method can be given. You must teach the pupils that it is good behavior to be quiet, to attend to their own business and to work. You may be obliged to dismiss first at recess those who have so done. This is only one thing to do; there are 99 other things which your tact will discover. Don't try to stop whispering entirely; aim at quietness. 2. While it is bad to give prizes to the best behaved scholars, you must do many things to show that you and the school in general are pleased with the best behaved ones. But be careful of your standard—don't tell them the best behaved are the ones that give you the least trouble. That would be scandalous.

WHAT AUTHOR?—Who is the author of the poem beginning:

"When the lessons and tasks are all ended,
And school for the day is dismissed."

I sometimes see it given as Charles Dickens and sometimes as C. M. Dickinson, which is right? B.

C. M. Dickinson was the author.

A BILLION.—Which quantity is commonly regarded as a billion, in the United States, one thousand millions (1,000,000,000) or one million millions (1,000,000,000,000)? H. E.

The French method is universally followed—the first above.

SPLICING THE ATLANTIC CABLE.—How is the Atlantic cable spliced when broken? A SUBSCRIBER.

When a break occurs a vessel employed in this service is sent to the place. The ocean bottom is dragged with a grappling hook attached to a cable. Oftentimes this is two miles or more long. When the ends are secured they are spliced in the usual way, and then the reunited cable is cast into the sea. If the cable is thought to be too short an extra piece is inserted.

THE TERM "PAN-AMERICAN."—Please explain in your next number, the term *Pan-American*. In reading the newspapers, I always find some reference to the Pan-American congress. I know the delegates are here for the purpose of increasing the commerce of the Americas, but I am not clear as to the term Pan-American. S. A. K.

The pantheon was the temple of *all* the gods, the name being derived from two Greek words; likewise the Pan-American congress is a congress of *all* the American nations.

PUPILS' CRITICISMS.—Is it a good plan for one pupil to criticise another, in the reading class, for example?

St. Louis. MARY L. PETERS.

The habit of having pupils criticise each other in reading is probably more of a device to hold the attention of the pupils to the lesson than anything else. It is done by the teacher because he is unable to hold the attention of the class. He appeals to the fault-finding tendency of the pupil. The best teachers do the criticising. A child is not able to criticise justly. The misnomer of pupil criticism should disappear. But there is something for pupils to do, for all that.

STUDYING OUT OF SCHOOL.—Is a teacher justified in punishing a child for not getting lessons out of school? C. R. P.

In England, in 1884, the Court of the Queen's Bench said a master's power does not extend beyond the authorized school hours (except for occasional purposes of punishment), and that any master punishing a child for not doing lessons, if he has had due notice of the parent's objection, renders himself liable to an action for assault or false imprisonment.

THE NUMBER OF SCHOOL HOURS.—How many hours should school be kept? B. L. FAUSE.

This out of several questions proposed is all that can well be answered. The late Dr. W. B. Carpenter, a great medical authority, states that, in his opinion, "acquisition by effort" should not be required from any school children for more than four hours in the day, and in the case of young children for not more than three.

THE SPHINX.—What is the Sphinx? G. B. I.

It is a statue at the foot of the pyramids of Ghizeh. Its form is half human, half animal. The rock is carved into the shape of a lion lying down, with the face of a human being. It derives its name from a monster in the Greek mythology, who had been taught by the Muses to make riddles, and when the passers-by could not answer her, she devoured them. This was one riddle: "What goes upon four legs in the morning, two at noon, and three at night?" At last Œdipus answered it; then the Sphinx, it is said, died. The Sphinx at Ghizeh had stood in its place a thousand years before the Greeks visited in Egypt. The mystery about it is at last explained. It was made to represent a transformation of the deity Horus, who took the shape of a human-headed lion, in order to conquer Typhon, an evil spirit. It is an expression of idolatry.

A BAD CASE.—What shall I do with a large, saucy boy, his teacher being a delicate young lady. If I correct him he looks at me and laughs, and then does as he likes; for example, he asked me yesterday if he might speak, and I said no, but he laughed and went and spoke to the pupil. G. L. R.

This is a serious case; we regret to say it, but the fault is with the teacher. But it need not be so. We judge from the letter that she is a person of more than ordinary culture, and able to cope with that boy in mental and moral force. And she must remember that these are the forces that rule. (1) Let her not show that she has a particle of fear in her; let her be a moral hero. (2) Let her habituate herself *to look that boy in the eye*. Call him to you and talk to him about anything you like, smile if you like, but look him steadily in the eye all the time. A boy that will do as you say he is doing is a coward, and he will feel it, and he will become afraid of you. Do this again and again until you master him. (3) Talk with him in clear tones about his conduct. Ask him what he thinks of his conduct. (Don't plead or whine.) Ask him how he would like to be a teacher and have a boy do so to him? Ask him what he thinks of his example to others? All this time put your eye on him. Then smile on him, talk lightly and pleasantly saying, "I've seen worse boys than you; you think it worries me a good deal, I suppose. I am sorry you do it, for boys of your size are generally gentlemen; but I guess I can stand it, etc." While you are talking let him sit beside you. 4. Ask him to aid you in some work. If he helps you he will be interested in you—this is an old rule. Make him help you all you can.

A NORMAL SCHOOL THAT WILL PAY.—Where is there a normal school held through the summer that will pay one for time and expense? ETTA HARPLEY AND OTHERS.

The summer normal schools will soon advertise; then let Miss Etta Harpley write us again. To find one that will "pay" is not so easy. You know the miners are constantly searching for veins that it will "pay" to work. We sympathize with teachers who are searching for teachers. "Now you know how it is yourself." Thus they see the defects of teachers.

SCHOOL AMUSEMENTS.—What amusements out-doors would you suggest for girls during recess? J. R. G.

A good question. Some teachers pay no attention to this important point. The teacher should *teach plays*. Do not let the rough and rude tumbling go on; "ring rassle" is too common among the boys yet. (1) *Marching* has a thousand attractions. People pay fifty cents in this city to see girls march on a stage. There are endless evolutions that may be practiced. Not long since, in a grove, we noticed such pretty evolutions of the girls of a private school that we asked permission to view them. We found people came there every day to witness them. (2) *Calisthenics*. This is much like marching. See books on the subject.

COMPULSORY EDUCATION.—Is compulsory education carried on successfully in any of the states, and if so please give names of states. N. C. A.

No state as yet has adopted compulsory education. A bill was passed by both houses of the New York legislature, but the governor refused to sign it because it would not be good for the Democratic party—probably.

CUNEIFORM WRITING.—What are "Cuneiform Inscriptions"? H. M .G.

They are the records on monuments of the inhabitants of ancient Assyria, Babylon, and Persia. There are two elementary characters used in these—one similar to a wedge, the other to an arrow-head. Cuneiform writing had been utterly forgotten for nearly two thousand years, but the European *savants* have learned to decipher the mysterious characters; one of the greatest achievements of modern scholarship.

A QUESTION OF LAW.—Is an order on a collector signed by two trustees valid? This in New York state. S. B.

Supt. Draper says: "A majority of three trustees can direct the payment of a teacher's salary, and issue an order upon the collector for the same, which he is bound to honor if he has district funds in his hands available for the purpose."

A VALUABLE LECTURE.—Where can I obtain the lecture, "The Chemistry of Healthy Homes," referred to in the JOURNAL of May 11, 1889, page 311? *Fox Lake, Wis.* C. F. TYRRELL, M.D.

It was given by Prof. S. O'Connor Sloane. The lecture was not printed, however.

EDUCATIONAL NOTES.

THE Maryland State Progressive Teachers' Association held its semi-annual session at Baltimore, Dec. 26-27. Address of welcome, Mr. G. D. Misty; Response, Rev. W. H. Weaver, D. D. "Effects of Alcohol upon the Human System," was presented by Rev. J. H. A. Johnson, LL.D. A discussion followed participated in by Rev. W. H. Weaver, Rev. G. R. Waller, Rev. C. Hedges, Messrs. C. L. Moore, J. B. Washington, and others. Mr. David D. Dixon read a paper on "Manual Training in the Colored Schools," graphically describing a visit to the manual training school at Chicago. "The Proper and Wise Pursuit Essential to Success" was the subject of a paper by Rev. E. W. S. Peck, D.D. Prof. Kelley Miller, of the Washington high school, lectured on the subject "Does the Study of the Classics afford better Discipline of the Mind than that of Mathematics?" His conclusion was in favor of mathematics. "The Advantage of Studying the Classics," by Harry S. Cummings, and "The Use of Obstacles," by Rev. S. R. Hughes, closed the session. The speakers, with one or two exceptions, were all young men, and of the colored race. The papers were good, showing careful preparation, and the subjects were properly handled. They showed these young men to be men of brains, of reasoning powers, through whose influence the race must move up higher in the sphere of existence and claim a share of the blessings of manhood with other races. W. Ashbie Hawkins was elected president. C. L. M.

A YOUNG colored lady, Miss Maria Louise Baldwin, has been appointed principal of the Agassiz school in Cambridge. She was graduated at the high school with honors, and then entered the training school. She then went to Indiana to teach, and was called from there to take charge of the ninth primary grade in the Agassiz school. She was rapidly promoted, and when the principal resigned, Miss Baldwin was appointed to fill the vacancy. This is the only school in Cambridge where a woman principal is employed for the grammar grade.

THE discussion of the question, "What is the best state school system?" before the South Dakota Educational Association, was an interesting one. It would be well for older states to take up the same topic. The other question of importance, before this association, was opened by Rev. Dr. Ward, of Yankton College, on "What the Scholar may do to save the State?" South Dakota starts well, educationally, as well as morally and financially. We hope the subject discussed by President Kratz, upon "Licensing teachers," will receive the attention it deserves. A new state has opportunities for doing things better than the older states, where customs are fixed and prejudices strong. We shall look for great things from this new sister.

FREE kindergartens as a preparation for the public schools are increasing all over the country. A new one in Washington has recently opened with twenty-one pupils. It will be under the management of Mrs. Louise Pollock. The boys in the manual training school will make the tables. Teachers, help on this movement; it is a good thing.

IN the annual announcement of the Oregon state normal school at Drain, we note that THE TEACHERS' INSTITUTE is included as one of the text-books in the course of study. We know this school will be successful; a man of sufficient discernment to see the extraordinary value of the INSTITUTE and to employ it, means business. He will turn out live teachers. Watch and see if this is not true.

IN the editorial column of the *Educational Gazette*, we find this item:

"Leather is now tanned by electricity. The process consists in subjecting the hides in contact with ordinary tanning materials (without acids) to the action of a current of electricity on a revolving drum. The saving in time is very great—two to four days instead of three to nine months—while the cost is reduced to four cents instead of eight."

Why this should be exalted to so important a place should be explained. Mr. Chapin would do better to leave out these productions of the scissors and devote more space to educational matters.

MEXICO is becoming aroused in regard to education. Minister of Public Instruction Baranda recently issued a circular to the governors of the various states calling for a congress to consider the best methods of improving the educational system of the republic. The subjects to be considered were (1) primary, compulsory, and free lay instruction; (2) free and voluntary preparatory instruction; and (3) voluntary professional instruction under the protection of the state. The circular stated that "progress must rely upon the school." The first meeting of the congress, held December 1, was presided over by Pres. Diaz. The labors of the congress are now proceeding regularly, and are likely to result in legislation and regulation on the subject.

THE teachers of Luzerne Co., Pa., must have had a rousing time at their meeting December 16, at Wilkesbarre. For lecturers they had Profs. Seward (Tonic Sol-fa), Frye (Geography), Clark (Form), Snyder (Pedagogics), Miss Mary A. Spear (Number and Reading), Dr. Mary Allen (Physiology), and others. But what a feast these could spread! Seven hundred teachers assembled. The county superintendent, James M. Coughlin, has been in office twelve years, and has done a splendid service to education. All felt the absence of State Superintendent Higbee, whose name on the program reminded them of his earnestness and devotion. The hour he was to occupy was devoted to tributes to his memory. All hail, teachers of Luzerne!

THE subject of "character" was discussed at the thirty-first session of the teachers' institute at Beaver, Pa. Dr. E. E. White and Dr. Z. X. Snyder lectured on special methods.

THE Minnesota Educational Association held its annual meeting in the capital at St. Paul this week. Professor H. P. Jodson, of the state university, was president. President Canfield of the National Educational Association made an address.

NEW YORK CITY.

THE Teachers' Mutual Improvement Association has formed a class to study methods of teaching physical geography. The course will comprise ten lessons, and the first lesson was given by Miss Fairchild at No. 9 University place, Dec. 18.

A NUMBER of graduates of Albany state normal school met Dec. 14, and determined to organize a permanent association of the graduates living in or near New York City. Graduates of the school are invited to meet at 62 Union square, on Jan. 11, at 2 p. m. for further business.

THE RUSSELL LECTURES.—In the partial revolution setting in on methods for physical culture, the lectures Mr. and Mrs. Edmund Russell are giving at Hardman Hall, on Delsartean principles, are apropos. Both of these scholars have a high ideal of the teacher's work. Their lectures bear upon various subjects that admit of personal culture. January 8, there will be a talk upon household art and decoration; January 15, upon how to walk and bow; two others are announced for January 22 and 29.

A LADY teacher of this city tells us that there is an increased interest among the girls of the older classes to learn arithmetic, and the reason is that they expect to be employed in shops or stores. They must be able to compute with accuracy and promptness. The mistakes they have to pay for. The applicant for a place as a saleswoman gets an examination something like this: Ribbon sold at 17½c. a yard, will cost how much for 4¾ yards? What will 1¾ yards of velvet cost at $2¼ a yard? What will 5¾ yards cost at $1.95 a yard? Then again articles are marked to be sold at a discount. For example, an article is marked at $5 to be sold at 15% discount. The customers know that the articles are to be discounted. Now then, the saleswoman must look at the article and say at once that the price is $4.25; if she makes a mistake she must suffer for it. The probability is that in the upper classes in the grammar schools of New York the arithmetical training is at least twice as severe as it was five years ago, on account of the number who are seeking employment in stores.

GEORGE KENNAN.—This interesting lecturer spoke twice at Chickering Hall on Dec. 20. His topic in the afternoon was "Vagabond Life in Europe," which he made extremely entertaining with personal reminiscences, and illustrated by photographic views. In the evening Mr. Kennan took up a more serious phase of foreign life, describing some "Russian Political Exiles." The reproduction of different portraits of these men and women, added to the intense interest Mr. Kennan awakened in their behalf. Every listener felt that Mr. Kennan had a message to carry, as the unfortunate histories were, one after another, revealed; a message that has been partially laid before the American people, through the magazines, but that reaches more directly from the platform when Mr. Kennan is his own reporter.

MISS. E. I. CONANT, secretary of the Conference of Educational Workers, informs us that the next meeting of this association will be held at the College for the Training of Teachers, 9 University place, on Saturday, January 25, at 2 P. M. The subject of "The Effect of Recent Innovations upon the Course of Study" will be presented by S. T. Dutton, M. A., superintendent of schools, New Haven, Conn. Miss Julia Richman, principal of G. S. No. 77, New York; Assistant Sup't Paul Hoffman, of New York; Prof. E. H. Cook, of Rutgers College Grammar School, New Brunswick, N. J.; Miss Conant of the New York City Normal College; Sup't W. N. Barringer, of Newark, N. J.; Sup't Randall Spaulding, of Montclair, N. J.; Prof. Vernon L. Davey, of East Orange, N. J., and others will speak.

THE Pan-Americans had a jolly time at the Normal College on Tuesday week. Pres. J. Edward Simmons, of the board of education, and the faculty of the college greeted them, and conducted them to the large hall where 1,700 young women awaited them. The room was decorated with the national colors, and many of the ladies had pinned small American flags on their dresses.

After the morning exercises, some patriotic songs were sung. Then the young ladies gave selections from the words of patriots of various nations, the selections being given in the native language. One young lady recited an extract from Mr. Carnegie's "Triumphant Democracy." When she sat down Mr. Carnegie rose to his feet, and declared "it was the proudest moment of his life, and that the grandest compliment that could be paid to any man, was to know that his words were thought worthy to be taught in the New York Normal College." The students applauded this enthusiastically.

President Simmons made a brief address, explaining to the students the purpose of the conference, and assuring them that their guests were the most distinguished body of men who ever visited the college.

After a response by Nicanor Bolet Peraza, the Venezuelan minister, and an address by Signor Caamano, the minister from Ecuador, the visitors went to another part of the building, where 1,100 children were assembled, in the primary and kindergarten departments. It chanced to be Whittier's birthday, and there were very pleasing literary exercises by the children. They gave much information about the poet, and on being asked, recited selections from "Snow-bound," "Maud Muller," "Barefoot Boy," "Freedom in Brazil," etc.

The visitors expressed their pleasure at this part of the entertainment, and Senor Zegarra said that he now understood the cause of the prosperity and freedom of our country.

As the visitors left the room, they were surprised to see 2,000 young women in the corridor, (the college and training school together), to give their guests a genuine school girls' ovation. There was much shaking of hands, waving of flags, and cheering.

The gallant foreigners who could not speak English, kissed their hands, again and again to the young ladies, and it is said the young ladies returned the salute, with readiness.

THERE was an excellent meeting of the New Jersey State Teachers' Association, Dec. 26-28. The report will be in next JOURNAL.

"I thank you with my whole heart for what you are doing for the cause of education through your educational publications. May you be abundantly rewarded for your good work."

TREASURE-TROVE FOR JANUARY numbers among its articles specially useful to teachers, an account of "The Land of the Montezumas," with five illustrations; a biography of "A Modern Columbus," with portrait of Cyrus W. Field; a brief consideration of "The New Republic," with portrait of Gen. Fonseca, the Brazilian president; a dialogue "Box and Fox," that will be useful in schools. Besides these are the Prize-Picture Stories, and the Letter-Box; an account of How Crocks and Jars are Made; and more than the usual number of bright stories of character and adventure finely illustrated, and just the thing to please the boys and girls, as well as the rest of the family. The picture of Millet's "L'Angelus" direct from the painting, is worth the subscription price.

WANTED—Three or four capable Normal or College Graduates at once, for grammar positions paying $450 to $550 per year. Teachers who can teach Prang's System of Drawing and Holt's Music Method are preferred. Write at once with full particulars to H. S. KELLOGG, 25 Clinton Place, New York.

Hood's Sarsaparilla is purely vegetable. It does not contain any injurious ingredient.

BOOK DEPARTMENT.

NEW BOOKS.

THE ART AND SCIENCE OF CONVERSATION. By Harriet Earhart Monroe. New York: A. S. Barnes & Co. $1.00.

The subject given above is only one of many discussed in this volume. We find Essay Writing is fully treated. Chapel Exercises is another theme as well as Chapel Talks. Reading is well discussed, and then follows Conversation as an Art and Science. All the subjects above alluded to are very appropriately discussed, furnishing very helpful materials for the teacher, but the latter strikes us as peculiarly valuable, for it is a fact that teachers are very poor talkers. After speaking of the need of a good voice and good language, the author well says, "But of what avail is correct language and a cultivated voice if one has no ideas?" This is to the point exactly, and then follows some most practical suggestions. "If an incident is worth telling at all, tell it well." The selection of subjects for conversation is suggested, and this we think should be impressed on young persons; for example, to read the morning newspaper and relate some things found in it. The selection of anecdotes and quotations relating to conversation is a very good one; the subjects of ridicule, personalities, argumentations, flattery, etc., in conversation, are brought forward and placed in their proper light. On the whole, that part of the volume from which the title of the book is derived is well put together, and will help readers. But the whole volume is a good one.

IN SEARCH OF A SON. By Uncle Lawrence. Philadelphia: J. B. Lippincott Co. $1.50.

Young American readers have come to look upon Uncle Lawrence as belonging to their own family, although he is a Frenchman, and the translations of his various books preserve all the characteristics of style and treatment which distinguish their origin. Few American writers can tell a romantic story so cleverly, combined with a spice of instruction in elementary science, and other affairs, which interest and attract all intelligent young people. The book is neatly bound, printed in large type, and illustrated by many good wood-cut engravings, rendering it a book that older ones as well as the children will read with both enjoyment and profit.

ENUNCIATION AND ARTICULATION. By Ella M. Boyce. Boston: Ginn & Co. 35 cents.

This is intended as a practical manual for teachers and schools; it gives exercises to secure clear enunciation and articulation. It is a capital little book, as it has a large collection of exercises well arranged.

BIBLE SELECTIONS AND RESPONSIVE READINGS. For Use in Schools. Arranged by George W. Winston. Boston: Charles H. Kilborn. 60 cents.

The chief points in this book are that the selections are uniform, and that they are systematically arranged. The book saves time by having suitable selections all ready. Everything objectionable is omitted. Nothing is given which is beyond the comprehension of the average child. All holidays are represented by special and appropriate selections. The book is entirely non-sectarian. The selections can be read by the teacher alone or by the school and teacher responsively. They are from the most interesting portions of the Scriptures. Each reading is complete in itself. This book is composed of selections from the Bible—the Old and the New Testament, covering 336 pages. It has selections for New Year's, Christmas, etc. The valuable portions, in our judgment, consist of the Responsive Reading, pages 281-326.

SOCIAL ASPECTS OF CHRISTIANITY AND OTHER ESSAYS. By Richard T. Ely, Ph.D. New York: Thomas Y. Crowell & Co.

This volume is by the author of "Problems of To-Day" that attracted attention by its clear and interesting statements of problems now before the public. It states fundamental principles founding them on Jesus' answer to the Pharisees, "Love to God, and Love to Man." Then follows a pretty sharp arraignment of the Church for contenting herself with "repeating platitudes and vague generalities and allowing the leadership in social science to slip away from her." Then follows the point made by the author that socialism and materialism, etc., have come to the front because the Church has not been there herself. Prof. Ely speaks very frankly indeed, so much so that most clergymen will be offended. He declares over and over that they do not study the real problems of society—the real problems that are before them; on the contrary they discuss abstract matters, deliver essays that are suited for a book or magazine. The author attempts to point out what real Christianity is, and here is one of his illustrations: That as $1,500 given to Hampton Institute, will make 1,000 people happier and better, a man who can give $1,500 to Hampton Institute and does not, does not love his neighbor as himself. (The reason why Hampton Institute is selected, is because there is such a pressing need of teachers for negro schools at the South.) This author would carry Christianity into the employment of servants, for example; in fact, all the affairs of social life. He gives as an instance, that one lady informed several others that she had solved the "servant girl problem" by making it a matter of prayer, praying that she might do her duty by them. We consider this volume a very interesting one, but we cannot say that we deem the author's logic of the very best. He is supported by the interest on the accumulations of Mr. Johns Hopkins, as we understand. Now if the kind of Christianity was practiced that the author prescribes, we doubt whether there would have been any accumulations. We doubt if the lady referred to above had done her duty according to this author that she would have been able to hire a servant at all. There seems to us to be so many difficulties that arise from Prof. Ely's solution that we doubt whether he has solved the problem. We nevertheless like to read these statements and see the earnestness with which they are put.

THE GIRLS' OWN OUTDOOR BOOK; Containing Practical Help to Girls on Matters Relating to Outdoor Occupation and Recreation. Edited by Charles Peters, Editor of "The Girls' Own Indoor Book." Philadelphia: J. B. Lippincott Co. $1.75.

This book is issued in conjunction with the Religious Tract Society of London, and is addressed to all those who are interested, practically, in promoting the pleasureable features of every-day girl-life, or who have at heart the health and well-being of the future women of our land. Here are set forth suggestions touching proper physical exercise for girls, with instructions in horseback-riding, tennis-playing, skating, boating, tricycling, etc., besides articles on ornithology, astronomy, and photography for girls, and other accomplishments, which tend to render girl-life attractive.

SESAME AND LILIES. Three Lectures. By John Ruskin, LL.D. Reprinted from the third English edition. New York: G. P. Putnam's Sons. $1.00.

This is one of the testeful little Knickerbocker nuggets, of which nearly thirty volumes have already been printed. They are composed largely of classics, in which category, of course, the present work may fairly be counted, together with almost everything from Ruskin's pen. These lectures will gain something—even for those who are familiar with them—by their setting in this volume. It contains the preface to the first edition, also to this one; and the three well-known lectures, "Of King's Treasuries," "Of Queen's Gardens," and "The Mystery of Life and its Arts."

DEB AND THE DUCHESS: A Story for Boys and Girls. By L. T. Meade. New York: White & Allen.

This is intended particularly for very young boys and girls, and is well calculated to please a large number of them. The story is rather conventional, but contains elements of popularity with a certain class.

GWEN WYNN: A Romance of the Wye. THE DEATH-SHOT: A Story Retold. Both by Captain Mayne Reid. New York: White & Allen. $1.25 each.

Each of these volumes is bound strongly in light-green cloth covers, with stamp and title in black and gold. Gwen Wynn belongs to the "old school" of romance. A fair heroine with a lordly patrimony which deep, designing villains are plotting to lay hold of; the villains, of which there are several, and the hero—there is only one—being of the robust, unmixed and unmitigated variety lear to a past generation of readers.

The Death-Shot is one of those narratives of doughty adventure distinctively in the author's line, and associated with his name. In the present shape it has been re-written since its first appearance, and at many points improved. About all the works of this departed author, soldier, and adventurer, there clings a flavor of that same bright and buovant personality which rendered him a genial and beloved comrade and friend. And we who did not know him, but as boys devoured his stories of travel and adventure, must always confess to a weakness for Mayne Reid.

MARIE BASHKIRTSEFF. The Journal of a Young Artist, 1860-1884. Translated by Mary J. Serrano. Illustrated. New York: Cassell & Co. $2.00.

This is the book of which all the world is talking. "A book without a parallel," Gladstone calls it. He is right, and perhaps it is well that he is right, for one book of the kind is enough. This is said without any intention of disparagement; it is a great book, yet it is great by reason of a literary martyrdom that can be contemplated only with sadness, hardly without regret. To quote from the author's preface:

"The record of a woman's life, written down day by day, without any attempt at concealment, as if no one in the world were ever to read it, yet with the purpose of being read, is always interesting, for I am certain that I shall be found sympathetic, and I write down everything, everything, everything. Otherwise, why should I write? Besides, it will very soon be seen that I have concealed nothing."

This appears to be the literal truth; and the author's excuse to literature for so startling a revelation must be that there was little which demanded concealment, even to the depths of her beautiful nature. Yet strictly speaking, the work is a contribution rather to psychological science than to the art of literature, which has no room for the display of naked egotism, however interesting. Being, however, a book, to consider it for an instant from a literary standpoint: the style is the perfection of direct, untrammeled, impassioned address; it is the natural gift—naturally cultivated—of one who has been accustomed from infancy to talk on paper. It is spontaneous, unaffected, self-expression. As a picture of the inner life of a young Russian woman of noble birth, it is valuable in depicting the particular type; and pre-eminently so to a student of human nature, as it opens to the light the secret chambers of a pure and passionate woman's heart. It is a shaming revelation to us, the million whose own petty and darkling natures could ill endure such exposure; it shames our cheap ambitions and calculating reserve. But alas! the example to those unhealthy egotists who are only too eager for the slightest encouragement to display their deformities. Let us hope they will not find it in the popularity of this book.

The translator deserves high praise. A paragraph from her preface is perhaps the most comprehensive resume which could be given of the contents of the book. She says:

"In these pages, science, art, literature, social questions, love, are treated with all the cynicism of a Machiavelli and the naivete of an ardent and enthusiastic girl. With a nature that was profoundly religious, and a spirit that was essentially skeptical; with ambition to conquer the universe, and a heart that yearned with passionate longing for affection; demanding all things for herself, yet capable of the most utter self-abnegation; 'hoping all things' and fearing all things alternately; Marie Bashkirtseff has left us as her contribution to the literature of humanity, these confessions, which no one who has a mind to think or a heart to feel can read unmoved."

A word of commendation is due the superb shape in which the publishers have issued the book.

EASY THINGS TO DRAW. Especially Designed to Facilitate Drawing on the Blackboard. For Teachers and Students. By D. R. Augsburg, B. P., Director of Drawing in the Keystone State Normal School, Kutztown, Pa. New York and Chicago: E. L. Kellogg & Co. 30 cents.

Thousands of teachers who cannot draw and yet want to put something on the blackboard before their pupils, will welcome this little book. Its design is to furnish drawings needed in the school-room for object lessons, drawing lessons, and busy work. The teacher with this in his hand can by practice put a neat picture on the blackboard, and thus give something for the fingers that ache for something to do. Besides it will help to render the school-room attractive to have these pictures in view. By copying these pictures the pupil learns to draw. The pictures are from objects that are before the child in general; they are of objects he reads about also. The book contains plain directions for drawing, and no one can help but be interested in these outlines. Even the most timid teacher will take new courage on seeing them. We counsel the teacher to take up the volume determined to use it—to draw, no matter how poorly; to keep on, day after day. Believing with the author, that all can learn to draw, we think it is not too much to say, all can produce as good pictures as these.

A MIDSUMMER DRIVE THROUGH THE PYRENEES. By Edwin Asa Dix, M. A., Ex-Fellow in History of the College of New Jersey at Princeton. Illustrated. New York: G. P. Putnam's Sons. $1.75.

It is a wonder that among all the Americans visiting Europe, so few ever get as far as a tour of the Pyrenees, which form one of the loveliest gardens in Europe and a land of sterner scenery as well. The present book—published in elegant and attractive shape—gives a charming account of this tour, accompanied by a number of fine photo-engravings. The author's style is bright and readable and invests the subject with an additional interest.

HOW TO COOK WIVES. G. P. Putnam's Sons.

The author of this little eight-page pamphlet is not named; but the advice is excellent and well seasoned, and is addressed "to husbands who have not yet acquired the art, and to bachelors, particularly those who never intend to marry."

RUTHERFORD B. HAYES, JAMES A. GARFIELD, AND CHESTER A. ARTHUR. (Lives of the Presidents Series.) By William O. Stoddard. New York: Frederick A. Stokes & Bro.

This number of a convenient and well written series appears in a volume substantially and attractively bound in scarlet cloth, with glittering gilt stamp, showing in the four corners of the cover likenesses of Washington, Lincoln, Grant, and Garfield. To the three subjects treated in this volume, from six to eight chapters each is devoted, giving an outline of each life in an easy readable narrative, calculated to awaken interest and spur ambition in the reader.

EVERY-DAY BIOGRAPHY. A Collection of Brief Biographies, Arranged for Every Day in the Year. Designed as a Book of Reference for the Teacher, Student, Chautauquan and Home Circle. By Amelia J. Calver. New York: Fowler & Wells Co. 12mo. 378 pp. Cloth, $1.50.

Another birthday book but of a different model from those with which the reading public is familiar. This book is filled with sketches of eminent persons of all ages, but giving chief attention to the distinguished people of modern times. A full and conveniently arranged index is given, both alphabetical and analytical. The book is suitable for the teacher, student, and reading circle, and an addition to any book-shelf.

ANNOUNCEMENTS.

MACMILLAN & Co. have among their latest works another edition of Palgrave's "Treasury of Sacred Song," a choice anthology of English lyrics.

A. D. F. RANDOLPH & Co.'s publication, "Unknown Switzerland," will be eagerly read by the large number who are interested in that wonderful land.

G. P. PUTNAM'S SONS "Manual of Oriental Antiquities," by Babelon, is one of the most important books ever published in that line.

A. S. BARNES & Co. issue "Bible Studies from the New Testament," covering the international Sunday-school lessons for 1890, by Dr. Geo. F. Pentacost.

CHARLES SCRIBNER'S SONS bring out a little book, "Said in Fun," by Philip H. Welch, that will cause many merry moments.

WHITE & ALLEN announce "The Little People's Calendar for 1890."

D. APPLETON Co. announce "Exercises in Wood-Working," a text-book for manual training classes in schools and colleges, by Dr. Ivin Sickels.

T. Y. CROWELL & Co. report that "Jed," Warren Lee Goss's latest story for boys, is already in its fifth thousand.

HOUGHTON, MIFFLIN & Co. publish a new brochure by Prof. E. N. Horsford, on "The Discovery of the Ancient City of Norumbega."

D. LOTHROP Co. publish the sequel to Chaplain Clark's story, "Boy Life in the United States Navy," under the title, "Naval Cadet Bently."

MAGAZINES.

Mrs. Deland's serial, Dr. Holmes' "Over the Teacups," and the first instalment of Frank Gaylord Cook's promised series of papers on Forgotten Political Celebrities," make the *Atlantic* for January a number to be remembered. Gaillard Hunt's article on "The United States Pension Office," contains some suggestions as to the reform of the present pension system.

The current number of *America* has a Christmas study, by Eugine Field, which purports to be a legend of Colorado, accounting for the appearance of the symbol of Christianity that gleams in eternal snow upon the brow of the mountain to which it gives its name to that state.

The December *Writer* is an especially bright number, containing articles on "Duplicating Manuscripts," "The Opening Sentence," "Needless Words," and some very valuable suggestions for saving clippings.

The December *Phrenological Journal* has sketches of Prof. Mendenhall, Mrs. M. E. H. G. Dow, and George M. Pullman. There is, in addition, much excellent reading on mind study, health, and temperance.

Hon. Seth Low writes in the December *Political Science Quarterly* of the deferred constitutional convention of New York state. The Rev. Samuel W. Dike reviews the new and important government report on marriage and divorce. Worthington C. Ford criticises and opposes the scheme of substituting silver for legal tender notes.

January *Scribner's* has a richly illustrated article on "Water Storage in the West." This will attract much attention at this time when legislatures and other bodies are investigating this subject. A. F. Jacassy, the artist, traveler, and writer, contributes a picturesque account of the modern city of Tripoli, and fully illustrates it with his remarkable sketches in pen and ink. W. C. Brownell points out the difficulties we will encounter in seeking to make our exhibition of 1892 equal to the French exhibition of 1889.

In the January *St. Nicholas* Walter Camp writes of "Inter-collegiate Foot-ball in America," and the same number has the first chapters of a new story by Wm. O. Stoddard. Harriet Prescott Spofford contributes a Christmas poem, entitled the "Yule-Log's Song."

The *Sanitarian* for October, 1889, has an elaborate article on "School-Life and School-Houses," by Dr. A. N. Bell, of Brooklyn, N. Y., that all teachers should read. This was a prize essay, written for the Medical Society of the State of New York, 1887, and the society had 1,500 copies of it printed for distribution to the school officers of the state. Considering that a wider circulation was desirable it was reprinted in this magazine.

NOTABLE THINGS.

On the grounds of the Fall River iron works has just been completed the tallest smoke shaft in America. It is 340 feet high above the granite base, and 30 feet square at the bottom. The tallest chimney in the world is at Paisley, Scotland. It is over 500 feet high. Fall River's new chimney is designed solely for making a draught for boilers.

Bird seed forms a considerable item in the export trade of some of the Moorish ports. This seed is never sown apart by the Moorish farmers, nor is any special attention paid to its cultivation. It is sown with wheat, and when reaped and thrashed it is separated by the country-women in sieves. The reason of this practice is that there is a general superstition among the Moors that in very wet seasons the wheat is in part converted into bird seed, and hence they sow the two together.

Twenty years ago diamonds were at three times their present value. The discovery of the South African mines brought down the price, but amalgamation in the last twelve months has put it up by above a hundred per cent. The rough estimate is that during the last few years the output of diamonds has been 4,000,000 carats per annum, and that these, cut into 1,600,000 carats, have sold for $20,000,000. It costs 10 shillings per carat to cut diamonds. The South African mines being now amalgamated, the output is reduced to one-half, *i. e.*, 2,000,000 carats, but the merchants estimate that this will still produce $20,000,000, because they regard this as a fixed amount which, no matter what the price of diamonds may be, will be spent on them.

A London powder making company has recently brought out a new sort of smokeless sporting powder. It requires eighty-two grains of black powder to give the force of forty-one of the new brand. It does not corrode the barrel, and it is likely to keep well, but in some respects does not seem to be any better than the older compounds.

On the mountains between Lynn and Delmar on the Birmingham, Sheffield, and Tennessee railroad, is a natural bridge, in some respects more remarkable than that of Virginia. Its length from abutment to abutment is 175 feet. Its width is 25 feet and the thickness ranges from four to six feet. It is of pure sandstone, and has no doubt stood the climate changes of ages. Leaning over the bridge you see in the ravine which it spans, some sixty feet below, the shimmer and sparkle of many springs of clear, limpid water, which bubble from the sandstone soil, and joining flow down the ravine. A singular feature is a subdivision or smaller bridge, constructed on the same pattern, perhaps even more perfect lines, which leads from one side of the bridge proper.

The oldest pieces of wrought-iron now known are propably the sickle blade found by Belzoni under the base of the sphinx in Karnac, near Thebes; the blade found by Colonel Vyse, embedded in the masonry of the great pyramid, and the portion of a cross-cut saw exhumed at Nimrod by Mr. Layard,—all of which are now in the British Museum. A wrought bar of Damascus steel was presented by King Porus to Alexander the Great and the razor steel of China for many centuries surpassed all European steel in temper and durability of edge. The Hindoos appear to have made wrought-iron directly from the ore, without passing it through the furnace.

A remarkable relic was recently discovered at Nampa, Idaho, while boring for an artesian well. It was a small female figure about an inch and a half in length, and carved out of a light pumice stone. It was found at the depth of about 320 feet, underneath several different strata, including one of lava. The beds from which the image is supposed to have been derived are probably of far greater antiquity than any deposits in which human implements have heretofore been discovered.

Henry M. Stanley.

STANLEY, the world's greatest explorer, has just returned to civilization. No achievement of modern times can compare with this latest expedition. The whole world is throwing up its hat and shouting: "Hurrah for Henry M. Stanley!" What does that mean to you? It means an opportunity to quickly make thousands of dollars in carrying to the people the complete history of the wonderful achievement and remarkable discoveries as contained in our great work, "Heroes of the Dark Continent; or, How Stanley Found Emin Pasha." It is the grandest and best. Hundreds and hundreds of beautiful and original illustrations. The book may be truly called "Pictorial Africa." Complete outfit only $1.00, and we refund this when you have sold only ten copies. If you can give a part or all of your time to this enterprise, you will find a new El Dorado—a real, live bonanza—right at your door. Now is the time; do not wait a moment. Our terms are liberal: send on your $1.00 for outfit. If you don't like it send it back and get your money. Distance is no hindrance. Books are delivered to all parts of the country promptly and at our expense. No capital needed except cost of outfit. We can and will satisfy you in every way. Apply to

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Who was the "Mill-boy of the Slashes"? Henry Clay, who was born near a place in Virginia called the "Slashes" (a local term for a low, swampy country), where there was a mill, to which he was often sent on errands when a boy.

"Who was Old Bullion"? Col. Thomas Hart Benton, a distinguished American, was given this name on account of his advocacy of gold and silver currency.

Who was the "Patriot Preacher of the Revolution"? The Rev. John Peter Gabriel Muhlenburg has been so named. While pastor of the Lutheran church at Woodstock, Va., he became a leading spirit among those who opposed British oppression. In 1777, Congress made Muhlenburg, a brigadier-general and at the close of the war he was made a major-general.

Who was called the "Bravest of the Brave"? The celebrated Marshal Ney was so called by the French troops at Friedland (1807), on account of his fearless bravery.

Who were the "Nine Worthies"? Three Gentiles—Hector, Alexander the Great, and Julius Cæsar; three Jews—Joshua, David, and Judas Maccabæus; three Christians—King Arthur, Charlemagne, and Godfrey, of Bouillon.

Who was the "Father of Ridicule"? Francois Rabelais, the most original and remarkable of all humorists. He has also been called a "comic Homer."

Who were the "Seven Champions of Christendom"? St. George, the patron saint of England; St. Denis, of France; St. James, of Spain; St. Anthony, of Italy; St. Andrew, of Scotland; St. Patrick, of Ireland; and St. David, of Wales.

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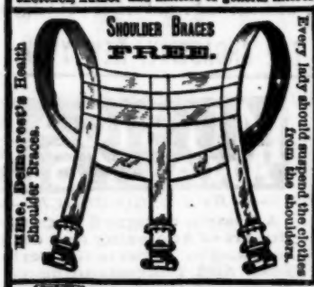

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